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ABSTRACT

This guide aims to facilitate research and policy analysis in rural education by linking substantive issues to the data sources of the National Center for Education Statistics (NCES). The guide may be used in two ways: as a handy tool for scanning NCES data that are presented with immediately applicable issues; and to stimulate, with sample "bridges" between issues and data, further exploration for research applications of NCES data. Section 1 briefly reviews nine NCES databases related to rural education, including background, research design, data contents, computer equipment needed to access data, and details on measures of residential or school locale. This section also discusses possible applications of data to program planning, policymaking, and scholarly research. Section 2 describes NCES technical services and policies on data access. Section 3, the main body of the guide, is a listing of rural research issues and concepts with relevant variable labels from NCES datasets. The issues are categorized into six broad areas: effectiveness of rural schools, curricular provision in rural schools, school and community partnerships, human resources for rural schools, use of technology in rural schools, and financial support for governance in rural schools. Appendices provide rural-urban locale classification schemes of the Census Bureau, NCES, Office of Management and Budget, and USDA Economic Research Service; recent relevant census data; procedures for gaining access to NCES restricted use data; analysis procedures related to sample design and weights; and a glossary of acronyms. (SV)

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Rural Education Data

User's Guide

Working Paper No. 95-12

March 1995

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Rural Education Data

User's Guide

Working Paper No. 95-12 March 1995

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"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

March 1995

Foreword

Each year a large number of written documents are generated by NCES staff and individuals commissioned by NCES which provide preliminary analyses of survey results and address technical, methodological, and evaluation issues. Even though they are not formally published, these documents reflect a tremendous amount of unique expertise, knowledge, and experience.

The ***Working Paper Series*** was created in order to preserve the valuable information contained in these documents and to promote the sharing of valuable work experience and knowledge. However, these documents were prepared under different formats and did not undergo vigorous NCES publication review and editing prior to their inclusion in the series. Consequently, we encourage users of the series to consult the individual authors for citations.

To receive information about submitting manuscripts or obtaining copies of the series, please contact Suellen Mauchamer at (202) 219-1828 or U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Ave., N.W., Room 400, Washington, D.C. 20208-5652.

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Rural Education Data

USER'S GUIDE

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PREFACE

This publication is intended to facilitate research and policy analysis in rural education by linking substantive issues to the data resources of the National Center for Education Statistics (NCES). It is a long-awaited response to the needs for systematic data collection and data analysis regarding rural education.

The idea is simple: put significant research issues on rural education together with pertinent NCES data so that people can readily use the data to address the issues. The resulting Data User's Guide may work in two ways: to offer a handy tool for scanning NCES data that are presented with immediately applicable issues; and to stimulate, with our sample "bridges" between issues and data, further exploration for research applications of NCES data.

Section 1 is a brief review of NCES databases related to rural education, categorized as universe data and survey sample data. For each database, the review describes the background, research design, data contents, and computer equipment for accessing data. We give details about the measures of residential or school locale available from each dataset because of the measures' pivotal importance for identifying rural schools and communities.

In Section 2, policies on data access and technical services provided by NCES are described to help readers understand the procedure by which they can acquire access to the data.

The main body of this User's Guide is a research-issue-to-data listing which is presented in Section 3. According to the prioritized research agenda suggested by the Federal Interagency Subcommittee on Rural Education and the Appalachia Educational Laboratory, we present variable names/labels from one or more NCES datasets under specific concepts that are relevant to specific research issues. These issues are further categorized into six broad areas, including Effectiveness of rural schools, Curricular provisions in rural schools, School and community partnerships, Human resources for rural schools, Use of technology for rural schools, and Financial support for governance for rural schools. While different locale codes are described in the database review of Section 1, Section 3 presents specific variable names/labels under the heading "Rural-urban definition", for each dataset, in connection with each specified research issue.

For reader's reference, Appendix A provides excerpts from each of four major locale classification schemes used by federal agencies, namely, the U.S. Census Bureau, the Office of Management and Budget, the National Center for Education Statistics, and the U.S. Department of Agriculture. We also append information about Census data resources that may be applied to rural research, the procedures for accessing NCES restricted use data, some key issues on survey data analysis as discussed in an NCES technical report of a survey, and a listing of acronyms of NCES projects and databases.

It is hoped that this User's Guide will help users of NCES data in rural education, including researchers, practitioners, policymakers, and professional organizations and funding agencies, to well employ the NCES data resources to address various concerns related to rural education.

We thank Dr. E. Robert Stephens and Dr. John R. Sanders for their helpful review of this publication.

Introduction

Information specifically collected for studying rural education in America is scant (Haas, 1992; Stern, 1994). However, national data collected by the National Center for Education Statistics (NCES) are a valuable information resource for rural education research and decision-making. NCES data collections contain rich information on students, teachers, schools, families, and communities. For example, the datasets often contain measures of urbanicity of the community which is critical to rural studies, making possible the rural-urban comparative analysis or rural-focused analysis. While sharing many concerns with their urban colleagues, rural educators may have different priorities in the information needs. Moreover, rural educators do work in a community circumstances that is distinct from other places. NCES data resources are promising for rural research. The data allow analysts to address various issues that concern rural education researchers and practitioners, as well as decision-makers; and also to address essential issues which affect in both rural and urban areas but take on their own characteristics in rural locales.

Purpose and Approach

This publication is intended to help researchers, practitioners, and policy makers in rural education to use NCES data resources. It links substantive issues on rural education to specific NCES datasets and variables. We emphasize an issue-oriented, rather than data-driven, approach. We first identify important research and policy issues from existing rural education agendas which have been articulated by scholars and practitioners in rural education. Two publications provide systematic information for our effort to identify research/policy issues. One is a booklet on rural research issues published by the Federal Interagency Committee on Education (FICE, 1989); the other is a recent report by the Appalachia Educational Laboratory on its study of rural educators' prioritization of research and policy issues (AEL, 1994). Our literature review and own observations also influenced the determination of rural issues. These issues are pressing and can be addressed with national data available at NCES.

For a number of uniquely significant rural education issues such as community-based curriculum, community involvement in schooling, school consolidation, and distance education, as we found, there are few data available from NCES databases.

After the recognition of important research issues, we examined all the major NCES surveys to determine the relevance of the data to the issues. For each research issue, useful survey sample datasets are listed with specific variables for each dataset, grouped by the topic of the variables. The result is a vast list of research issues by datasets and variable groups. It is the major portion (Section 3) of this guide book.

For users getting to know about NCES data, we provide a brief description of NCES data collections that are useful for the study of elementary and secondary education in rural America (Davis & Sonnenberg, 1995, 1993).

Special Issues in Using NCES Data

Several issues need special attention for users of NCES data. First, most NCES surveys use complex sampling design. The sampling techniques frequently used include multistage stratified or clustered sampling. Differing from simple random sampling, these sampling approaches generate sample data for which the conventional statistical assumptions with simple random sampling are not necessarily warranted. Further, over-sampling of special groups (e.g., minority groups, private schools) is common in NCES surveys. Such over-sampling is intended to ensure adequate sub-sample size for focused analysis regarding these special groups. Thus analysis of NCES data requires special efforts to correct potential bias resulted from the complex sampling. An appendix (Appendix D) is included to introduce to readers some basic concepts related to complex sampling survey analysis. For more detailed information and specific instructions for each NCES survey, users are referred to the technical report of the survey.

Second, confidentiality for individual respondents of a survey is required by law. To ensure confidentiality, NCES normally releases survey data in two versions, one for public use, another for restricted use. Information for identifying organizations and individuals in a survey is removed from the public use version but retained in the restricted version. Users who need to access the restricted version must execute an affidavit of nondisclosure with a notary public. Practical tips for accessing data and information on NCES's dissemination efforts through both telecommunication and traditional means (telephone, printed publications) are provided in Section 2 of this book.

Third, knowledge about NCES's dissemination and technical support services gives data users access to valuable resources. NCES has recently geared up its efforts in disseminating data and products on elementary and secondary education. An on-going series of seminars is conducted by NCES to help potential users to be familiar with data resources and related access techniques. The National Data Resource Center at NCES provides customized datasets and conducts requested tabulations for researchers and practitioners. Users may call or use electronic mail to request specific data requests or tabulations. These services are free of charge. The U.S. Department of Education has a World Wide Web and "gopher" server on the Internet where some NCES databases can be accessed. We discuss the various ways to access and use NCES data in Section 2.

Finally, an issue crucial to the use of national data for rural studies is the definition of rural-urban or metropolitan-nonmetropolitan categories. The definition and measurement of locales are an on-going debate among rural scholars and policy makers (Stephens, 1993). No universally adopted system is available. Specific research issues and research context are to be considered to conceptualize locales. Practically, several schemes developed by federal agencies provide workable categorizations of locales. To help users understand the conceptualization and measurement of rural-urban locales, we include four schemes of locale classification in Appendix A.

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Section 1
NCES Databases

This section briefly describes each of the NCES databases that are useful for the rural education research. It gives readers an overview of NCES data resources. For detailed information on subject and technical aspects of the databases, readers are referred to the documentation for specific database.

There are two types of data in the NCES databases: universe data and survey data. Universe data cover the nation's school universe and provide such descriptive information as a school's mailing address, enrollment, program type, and demographic characteristics. Survey data do not actually cover the national population, but can yield estimates from nationally representative samples of schools or students. Often driven by specific policy issues of current concern, surveys collect detailed and dynamic information on schooling. We discuss NCES data within the two categories.

1.1 Universe Data

1.1.1 Common Core of Data (CCD)

The Common Core of Data (CCD) covers all public elementary and secondary schools and local and state education agencies. The data are collected annually. CCD is a key source for identifying and describing public elementary and secondary schools and school districts in the U.S. It can be used for selecting samples and descriptive statistical analysis. Currently, the CD-ROM version of CCD contains data for the five years prior to 1992. The 1992-93 data will be released in the near future.

Design: With five surveys sent to state education departments, CCD data are obtained from administrative records maintained by the state education agencies. Data are collected annually with specified format. The project covers approximately 87,000 public schools, 16,000 school districts, the 50 states, the District of Columbia, and other jurisdictions. CCD can be seen as a universe survey that covers all the members of the school/district population in the U.S.

Data: CCD contains the following information for schools and districts: descriptive data (name, address, phone number, and locale); demographic data on students and staff (enrollment by grade, the number of classroom teachers, and racial/sex composition); district-level data on high school completion; and district fiscal data (revenues by source and current expenditures by function and subfunction (not schools). For states, it contains aggregate data on enrollment by grade; full-time equivalent staff by employment category; high school completion and graduation, and fiscal data (revenues by source and expenditures by function and subfunction).

Rural-urban definition: Two codes are used for identifying locales, one for schools and one for local education agencies (LEA). For schools, NCES developed a seven-category scheme to determine the rural-urban locale (for the coding scheme, see Appendix A). The scheme takes both the population size and the distance to the nearest metro center to describe a school's locale. For LEAs, only three categories are involved: within a metro area but not in the central city, within a metro area and in the central city, and outside metro areas.

Access: Five years of *CCD* data beginning with school year *1986-87* through *1990-91* is available on a single CD-ROM. This represents approximately 425,000 school records, 85,000 agency records, and 280 state records. The CD contains data retrieval software for accessing and selecting specific subsets of data.

Hardware/Software Requirements: The minimal configuration to run this CD disc is an 80386 IBM or compatible PC with at least 640k of available memory and 3.5 Mb of free hard disk space, a CD-ROM reader, MS-DOS 3.0 or higher,and MS-DOS CD-ROM extensions version 2.01 or higher.

1.1.2 School District Data Book (SDDB)

The School District Data Book (SDDB) provides the most comprehensive data on the universe of school districts and communities (Herriot, 1992). It promises to be highly useful for policy analysis and program planning.

Design: Installed in a large set of CD-ROMs, the product is not from a single data collection project, but rather, a result of incorporating three federal data collection efforts: Census Bureau's 1990 decennial data, school administrative data from NCES's CCD, and financial data derived from the 1989-90 Census of Governments. With a software package, files and data elements with complicated structures are organized in a highly manageable manner for information presentation and analysis.

Data: The data cover 17,000 public school districts, geographically distributed in the 3,141 counties of the 50 states. SDDB is a promising resource for both research and program planning in rural education because it links rich sociodemographic data to school operation data. Census data comprise approximately 98 percent of the whole data amount. The data cover, among other things, family structure, age, sex, race, home language, employment, income, poverty status, dependence on public assistance, and rural-urban residence. Residence locales are classified with both the Census designation system and the NCES seven-category scheme.

In SDDB, school district boundaries are digitized into the Census Bureau's "TIGER" file (topologically integrated geographic encoding reference). SDDB can (1) provide education and demographic profiles of the nation, states, counties, and school districts; (2) tabulate information at the levels of the census geographies (state, county, city, and town), household, person, and child; and (3) thematically map educational and demographic conditions of the nation, states, counties, and districts, allowing relaying of various data manipulated by users.

Rural-urban definition: Both the scheme of the Bureau of Census and the NCES seven-category code (see Appendix A) are available from SDDB.

Access: The three uses correspond to three different levels of data processing/analysis, which require different levels of technical difficulty. On level 1, profile generating requires minimum training. Users can print or save resulting profiles/tables for further editing or analysis. On level 2, users can extract data from the SDDB master files into various formats, for analysis with other software. Level 3, the electronic atlas, allows users to produce customized maps with data derived from operations at level 1 or 2. The resulting thematic maps (e.g., a map of dropout data across district) can be saved as graphic files. The three levels of application interface with each other so that data manipulation and graphic presentation are coordinated.

The School District Data Book system consists of a set of 43 CD-ROMs containing all of the data and software for the manipulation of the data, including the TIGER files for displaying and drawing district boundaries.

Hardware/Software Requirements: The minimal configuration to run this CD disc is an 80386 IBM or compatible PC with at least 640k of available memory and 1 Mb of free hard disk space, a CD-ROM reader, MS-DOS 3.0 or higher,and MS-DOS CD-ROM extensions version 2.01 or higher.

1.1.3 School District Analysis Book (SDAB)

The School District Analysis Book (SDAB) is an electronic analysis book on CD-ROM. It has the capability to produce a large collection of spreadsheets for the U.S. and each of the 50 states and the District of Columbia. The SDAB builds upon the same data used for the School District Data Book. The SDAB brings together a unique combination of data sources which include matching of the 1990 Census and the Common Core of Data (CCD), school district by school district.

Design: The SDAB system was designed to facilitate the query/analysis process. An interactive facility guides the researcher through the selection, viewing, and printing of any of the thousands of spreadsheets. This is accomplished through automatic selection (high-lighting) and disabling (graying out) of menu options used to construct the query. The system also guides the user throughout the necessary steps by displaying helpful information on the screen. The SDAB contains summary-level statistics across states and the U.S.

Data: The School District Analysis Book, a companion system to the School District Data Book, uses data from the 1990 Census, the Common Core of Data, and the Survey of School District Finances.

Rural-urban definition: Both the scheme of the Bureau of Census and the NCES seven-category code (see Appendix A) are available.

Access: The School District Analysis Book resides on one CD-ROM which contains both the data and software for generating spreadsheet analysis.

Hardware/Software Requirements: The minimal configuration to run this CD disc is an 80386 IBM or compatible PC with at least 640k of available memory and 1 Mb of free hard disk space, a CD-ROM reader, MS-DOS 3.0 or higher,and MS-DOS CD-ROM extensions version 2.01 or higher.

1.2 Survey Data

NCES conducts two types of surveys: longitudinal (following the same sample of respondents across years to see how education processes evolve among the sampled cohort) and cross-sectional (surveying different samples or cohorts to see the conditions at a given time). Most NCES surveys are conducted by group-administered questionnaires or mailed questionnaires (some with supplementary telephone or personal interviews) to stratified probability samples of schools or students.

1.2.1 National Longitudinal Study of the High School Class of 1972 (NLS72)

NLS72 was the first national longitudinal study of secondary schooling. It provided a prototype for developing later longitudinal surveys at NCES. NLS72 data can be used to study high school students' school-work transition process in the 1970's. If combined with data from the High School and Beyond and the National Educational Longitudinal Study 1988, NLS72 can be used for comparative analysis across cohorts.

Design: NLS72 studied a nationally representative sample of 12th graders enrolled in the 1971-72 school year, with four follow-up surveys conducted in 1974, 1976, 1979, and 1986. A two-stage probability sample was drawn in the base year. At the first stage, schools were sampled (with oversampling of schools in low income areas and schools with high minority enrollment); at the second stage 12th graders from each of the sampled schools were selected. The sample size varied from 16,683 in the base year to 12,841 in 1986. Data were collected by mail questionnaire, with some telephone and personal interview follow-up. Students' transcripts (courses/credits taken, grade point average, and standardized test scores) were obtained from school records.

Data: NLS72 contains information on students' sociodemographic backgrounds, SES conditions of family and community; school characteristics; education expectation of students and their families; school experience and performance; post-school employment, family life, and outmigration; access to financial assistance for and enrollment in post-secondary education; and attitudes related to education, work, family, and community.

Rural-urban definition: A series of variables in NLS72 represent the rural-urban locale of the respondents' schools or communities at the time of each wave of survey. The categories are: rural or farming community; small city or town of fewer than 50,000 people that is not a suburb; medium-sized city (50,000-100,000 people); suburb of a medium-sized city; large city (100,001 - 499,999); very large city (over 500,000 people); suburb of a very large city; and military base or station. Composite codes of locales are provided.

Related to the locale measures, at each wave of survey, two pieces of information were collected: (1) whether the respondent was living in the same place as in the last survey and (2) the distance between the two places. The data enable analysts to trace the rural-urban migration among students after they left high school.

Access: NLS72 data is available on CD-ROM through the Government Printing Office (GPO) for $15. Data is accessible on mainframe tapes at the Boeing Computer System (BCS) with the appropriate user account. Users with the proper access authorization can download all of the NLS72 data and an electronic code book for the data from the INET gopher server. See Section 2 for details.

Hardware/Software Requirements: For the CD-ROM version of the data, the minimal configuration to run this CD disc is an 80386 IBM or compatible PC with at least 640k of available memory and 1 Mb of free hard disk space, a CD-ROM reader, MS-DOS 3.0 or higher,and MS-DOS CD-ROM extensions version 2.01 or higher. For the mainframe, a PC with terminal emulation communications software is required for telecommunications access to the mainframe computer. For the data and code book downloaded from INET, approximately 5.5 Mb of hard disk will be required. The files are downloaded in compressed format (PKZIP) of size .8 Mb, but when decompressed need 5 Mb.

1.2.2 High School and Beyond Survey (HS&B)

HS&B is perhaps the most widely used survey data product made available by NCES. It was designed to address research and policy issues which arose in the 1980s, such as school dropout and vocational education. While the data coverage and the research design were similar to that of NLS72, HS&B surveyed the sophomore class in addition to the senior class.

Design: HS&B began in 1980 with four follow-ups in 1982, 1984, 1986, and 1992. Using stratified probability sampling design, HS&B selected 30,000 seniors and 28,000 sophomores in the base year, down to 1986's 12,000 and 15,000 for the two cohorts, respectively. The 1992-93 follow-up was only administered to the 15,000 sophomores cohort. Oversampled schools were: public schools with high enrollment of Hispanic students, Catholic schools with high enrollment of minority students, alternative schools, and private schools with high-achieving students. Parents of sampled students were also surveyed.

Survey instruments include several components: questionnaires and cognitive tests for students, school questionnaire responded to by school officials, teacher comment checklist responded by teachers of the sampled students, and parents' questionnaire.

Data: Following NLS72, HS&B studied high school experience and post-school life course of the 1980 senior and sophomore cohorts. In addition to information covered by NLS72 (see above), it addressed issues which arose in the 1980s, such as declining test scores, climbing dropout rates, bilingual education, vocational education, and access to post-secondary education. Because of the inclusion of the sophomore cohort who stayed in school longer than seniors, HS&B is enlightening for studying the dropout process and school effects such as curriculum offering and course taking. The dataset also is of much use in dealing with issues such as access to and completion of post-secondary education, job and career mobility, employment and earning-related schooling, and public and private school differences affecting students' academic performance and well-being in later life.

A file containing local labor market indicators (Kolstad et al., 1984) is available for merging with the HS&B file. This file contains 1980-1982 data on per capita income, wage, employment and unemployment, productivity, and other key measures in the metropolitan area (or corresponding nonmetropolitan area), state, and county. Records in this file are identified by the same school identification number in the HS&B file. Since rural education is highly sensitive to local economy changes, the merged dataset has great potential for analyzing the relationship between rural education and community development. This valuable file has rarely been used in spite of HS&B's great utilization.

Rural-urban definition: The data files contain a series of variables indicating the locales of the respondent's school and community. For the school, the locale code includes three categories: rural, suburban, and urban. For the community, the code contains nine categories similar to that in NLS: rural or farming community; small city or town of fewer than 50,000 people that is not a suburb of a larger place; medium-sized city (50,000-100,000 people); suburb of a medium-sized city; large city (100,000-500,000 people); suburb of a large city; very large city (over 500,000 people); suburb of a very large city; and military base. Like NLS, additional data on respondents' migration distance from their home towns are available.

Access: The HS&B data prior to the 1992-93 followup are available on CD-ROM from the Government Printing Office. The latest version of HS&B with the last followup and all previous waves will be available on CD-ROM in 1995.

Hardware/Software Requirements: The minimal configuration to run this CD disc is an 80386 IBM or compatible PC with at least 640k of available memory and 1 Mb of free hard disk space, a CD-ROM reader, MS-DOS 3.0 or higher, and MS-DOS CD-ROM extensions version 2.01 or higher.

1.2.3 National Education Longitudinal Study (NELS:88)

The ongoing NELS:88 is a continuation of NLS72 and HS&B. To build upon the knowledge about the causes and consequences of secondary education success/failure, NELS:88 traces students' experience further than the former two projects by starting the base year survey with the 1988 cohort of eighth graders.

Design: Again, with two-stage stratified probability sampling, about 1,000 public and private schools were selected at the first stage, and 24-26 students per school were randomly selected at the second stage. Approximately 25,000 eighth graders and their parents, teachers, and school principals were surveyed in 1988. Hispanic and Asian students were oversampled. In addition to the longitudinal design, to accommodate the need for cross-section studies with data from each follow-up, the sample was "freshened" by selecting additional students into each follow-up sample. The resulting sample for the two follow-ups was representative of the national population of the 1988 eighth grader cohort.

Beginning with the 1988 base year survey, with the improved sampling strategies, NELS completed the second follow-up in 1992, and will continue by doing two more waves through 1996. The transition between eighth to tenth grade often involves massive school transferring among students. NELS successfully followed and retained in its sample more than 95 percent of the initially sampled students.
The survey consists of a student questionnaire and cognitive tests, a parent questionnaire, a teacher questionnaire (two teachers for each student), and a school administrator questionnaire. Dropout students were surveyed in the two follow-ups so that both early dropouts (between eighth and tenth grade) and later dropouts (between tenth and 12th grade) can be examined.

Data: Substantive issues covered by NELS are similar to those covered by HS&B. The data allow investigation on the following issues concerning secondary education: tested achievement and cognitive growth; preparation for post-secondary education; curricular and extracurricular experiences; values, attitudes, and education/career goals; early and later dropouts; disadvantaged students, equity and risk factors; language minorities (Asians and Hispanics); and school effectiveness.

NELS:88 has a school-effects supplementary project which, based on a sample of 250 schools, collects data on the school level. This project meets the need for school-level analysis that the NELS:88 main survey cannot meet because its school sample was not representative to the national school population after the base year.

After the planned waves are completed, the resulting picture of schooling and socialization of youth in the 1990s may be more comprehensive than that produced by HS&B or NLS72. NELS:88 covers student life starting at an earlier stage (eighth grade as compared to tenth or 12th grades) and includes more information sources (e.g., two teachers per students, school administrators).

The three longitudinal projects are similar in sampling design, data collecting procedure, and measurement. They all include multiple files with data gathered from students, teachers, schools, and parents. The three projects, however, reflect changes in substantive foci and improvement in techniques. Together, they offer possibilities for understanding the life course of American youth in three decades, taking into account a host of individual, family, and school processes. Because of the general compatibility in measurement and research design, the three datasets may be used together to study trends across generations and time (NCES, in press).

Rural-urban definition: A three-category scheme with rural, suburban and urban locales.

Access: NELS:88 data is available on a single CD-ROM. The CD-ROM contains the following files:

Base year student, parent, teacher, and public release files in ASCII format;
First follow-up student, dropout, teacher,and school public release files in ASCII format;
Second follow-up student file;
Software for creating and operating the Electronic Code book;
Base year and first follow-up User's Manuals; and
ECB User Manual in ASCII and Wordperfect format

The data files are also accessible on the Boeing mainframe tapes for users with proper access and authorization.

Hardware/Software Requirements: To operate this ECB, the user should have an IBM compatible PC, MS-DOS 3.3 or higher, 50 Mb of available hard disk space, an 80386 or higher processor, PC SAS or PC SPSS software, and a CD-ROM reader. For the mainframe, a PC with terminal emulation communications software is required for telecommunications access to the mainframe computer.

1.2.4 School and Staffing Survey (SASS)

SASS is designed to study the operation of public and private schools and the conditions of the educational profession (teachers and administrators). Conducted in the 1987-88 and 1990-91 school years, the project will continue every three years in the future. Collecting information on schools, districts, teachers, and administrators, SASS claims to be the most comprehensive database for studying work force of teacher and administrators in both public and private schools.

Design: In addition to the cross-sectional design of school/district survey, the project includes a follow-up survey of a subsample of teachers one year after the main project SASS was completed. This feature makes SASS partly a longitudinal survey that can answer research questions related to teacher career path.

Schools are the basic sampling unit, with a sample of teachers in each sampled school. For public schools, the districts with which the sampled schools are affiliated are surveyed as well. The sampling of public schools takes schools in the Common Core of Data as the universe, stratified first by the state and then by the grade level (elementary, secondary, and combined). Schools with a large enrollment of Native Americans and Alaska Natives were oversampled in the 1990-91 SASS for special analysis of this group.

The private schools were selected from the NCES private school universe file, stratified by four Census regions, and within each region, by three grade levels similar to that for public schools.

Mail questionnaires with telephone follow-ups were used to collect information from teachers, school principals, and district administrators.

Data: SASS data consist of five components: (1) teacher file, containing information on teachers' demographic background, education and training, career history and plans, teaching assignment, working conditions, and perceptions of school climate and the teaching profession; (2) school administrator file, covering administrators' demographic and academic background, compensation and benefits, working experience and career goal, values and perceptions on education and school operation, and assessment of teaching staff quality; (3) school file, describing school programs, policies, operations, special programs, student and staff characteristics, teaching load, and teacher turnover; (4) district file, focusing on teacher supply and demand, policies on teacher salaries, compensation, retirement, hiring, and issues on teacher shortage and recruitment; and (5) teacher follow-up survey, addressing issues related to teacher attrition and retention issues, including data on teachers who stayed in the same schools or changed schools, and teachers who left the teaching profession, their job conditions, reasons for staying in or changing schools, and attitudes toward the teaching job.

Rural-urban definition: The NCES seven-category locale scheme was used in the 1990-91 SASS, based on census data on population size and distance to metro centers. A 10-category scheme was used in the 1987-88 SASS, based on school administrators' reports (See Appendix A for a comparison). Since the NCES seven-category code is available from the CCD file that served as the sampling universe, the NCES code can be merged into the 1987-88 SASS file as well.

Access: SASS data for the first cycle (1987-88) is available on a single CD-ROM. This CD has SASS data in SAS and SPSS format, as well as in flat ASCII files. The second cycle was released in July, 1994, and is similar to the NLS72 and NELS:88 CD-ROMs. It contains all of the SASS data and a menu-driven interface that generates SASS or SPSS code for data extraction, and displays some basic tabulations such as frequency distributions of variables. The public use CD-ROM is free, and may be obtained by contacting Sharon Bobbitt (202-219-1461) at NCES. The Restricted Use version is obtained by following the NCES licensing procedure in Appendix III. Contact Alan Moorehead (202-219-1920) at NCES. Data is also accessible on mainframe tapes at the Boeing Computer System (BCS) with the appropriate user account.

Hardware/Software Requirements: For the CD-ROM version of the data, the minimal configuration to run this CD disc is an 80386 IBM or compatible PC with at least 640k of available memory, a CD-ROM reader, MS-DOS 3.0 or higher,and MS-DOS CD-ROM extensions version 2.01 or higher. For the mainframe, a PC with terminal emulation communications software is required for telecommunications access to the mainframe computer.

1.2.5 National Assessment of Educational Progress (NAEP)

Started in 1969 and expanded dramatically in 1984 and thereafter, NAEP is a continuous project that periodically assesses student learning in various subjects at various age and grade levels. It is the single most comprehensive national source for assessing and monitoring secondary educational performance.

Design: A two-tiered sampling design is used to meet two competing goals in a survey, i.e., trend analysis of educational achievement and cross-sectional analysis on arising policy issues and new measurement techniques (Educational Testing Service, 1992). A new technique called balanced incomplete block spiraling has been used since 1984 to assign blocks of test items to subsamples of students. This method allows students to take a much smaller number of test items than does traditional survey, where all respondents respond to all items. The results from a large number of test items administered to different subsamples of students can be generalized to the population, thus a more efficient sampling process. This strategy has been further improved in 1990. Assessment is administered to students representing national and regional populations of ages nine, 13, and 17 or in grades four, eight, 11, and 12. Teachers and school administrators of the sampled students are also surveyed for instructional and school/community background information.

In 1990, a Trial State Assessment of mathematics was conducted with an additional sample of more than 100,000 eighth graders from public schools in 40 states and other jurisdictions. Data generated from the project are representative to the population of each participant state and comparable across regions and states. In 1992, the state level data were collected in fourth grade reading and math and in eighth grade math.

Data: NAEP assesses student performance on reading, writing, math, science, citizenship, U.S. history, geography, social studies, art, music, literature, computer skills, and career and occupational development. Periodically, NAEP also conducts special assessments in areas such as health, energy, consumer education, and youth adult literacy. Background information on students, teachers, and school administrators are also gathered. Particularly interesting is a set of information on school climate provided by teachers.

An important, innovative effort in performance assessment is the development of a system of national proficiency levels called "scale scores." This measurement supposedly serves as a standard against which comparisons are possible across sociodemographic, geographic, and curriculum/instructional categories. With this technique, proficiency estimates are made by "draws" from a posterior distribution based on optimum weighting of both students' cognitive test results and their demographics and related educational process factors. NAEP is perhaps the most challenging and hence under-utilized data resource for rural-urban comparison of educational performance. If local school information (e.g., school closing or consolidation history) is available for merging with NAEP data--which is often possible--NAEP data could offer exciting opportunities for analyzing the impact of local school changes on student achievement.

Rural-urban definition: A seven-category variable called "size and type of community" was used in NAEP to differentiate school locations (Educational Testing Service, 1992). The categories are: extreme rural, low metro, high metro, main big city, urban fringe, medium city, and small place.

Access: NAEP data is available in public use versions for 1988 and earlier. Data after 1988 is "restricted use" only and requires a license (see Appendix C). All of the data is available on nine-track mainframe tapes and tape cartridges. Beginning with the 1990 data, NAEP data will also be available on CD-ROM.

Hardware/Software Requirements: For the mainframe, a PC with terminal emulation communications software is required for telecommunications access to the mainframe computer. The use of the CD-ROM requires a CD player and a IBM or compatible computer with a 386 or better processor.

1.2.6 National Household Education Survey (NHES)

NHES is NCES's only household survey. It gathers information on early childhood education, adult education, and other important education issues from the perspective of the household head.

Design: NHES data are collected by telephones interview of a national sample of household heads. The households were selected by random digit dialing methods, with a software called Computer Assisted Telephone Interviewing (CATI). The sample is drawn from the non-institutionalized civilian population in households that have a telephone in the 50 states and the District of Columbia. The screening involves about 60,000 to 75,000 households to identify eligible respondents for interviews on one of the topical components. For example, for the 1991 NHES on early childhood education, household heads were selected if they reported in the screening interviews that there were one or more children aged three to eight in the households; whereas for the adult education survey, household adult members were surveyed regardless of their participation in education programs. The resulting sample size on each topical component is some where between 12,000 and 15,000 persons.

Data: The 1991 NHES focused on the utilization and the condition of child care services and adult education participation. On the theme of early childhood education participation, information was collected on family sociodemographic background (parents' age, educational attainment, employment, income, race, marital status, home ownership, and family size); children's characteristics (age, sex, disabilities); utilization of child care services (including center-based care such as nursery schools, day care centers, or prekindergartens, and relative and non-relative provided care); the quality of the services; and the family's resources and activities in early childhood education.

The 1991 adult education component covers issues related to adult education participation. Data include: household membership and individual characteristics; participation in adult education; type of program (full-time or part-time in a college, vocational or occupational programs, or taking continuing education in various forms, e.g., correspondence courses, employer- or community-provided educational activities either for occupation or for basic skills); motivation and difficulties for program participation.

The 1993 project looks at the issues of school readiness and school safety/discipline. The school readiness component includes data on three groups: preschoolers, kindergartners, and primary students. For all the three groups, data cover: children's background (birth date, race/ethnicity, enrollment, grade, household relationships); participation in center-based programs; home activities; health and nutrition; parent and household background. Additional information specific to each group is available, including a development profile for preschoolers and data on school experience/teacher feedback for kindergartners and primary students.

The school safety and discipline component examined school environment, school safety, school discipline policy and substance use and education. Additional information was provided on characteristics of children, parents, the household, and the community. Three subgroups of respondents were interviewed, including: parents of students in grades three through five, parents of students in grades six through 12, and youth of grades six through 12.

Caution is needed, however, to see the data as essentially reflecting parents' perception of program availability and program quality, rather than an objective description of program conditions. The NHES manual notes some of respondents' misinformation.

Rural-urban definition: Only a dichotomy of metropolitan vs. non-metropolitan areas is offered in NHES files, based on the Census information related to the zip codes reported by the interviewees.

1.3 Possible Applications to Rural Education

NCES data resources may be used for program planning, policy making, and scholarly research in rural education. Some possible applications are illustrated here.

1.3.1 Applications for Program Planning

To design a program, we need to pinpoint the local strengths and weaknesses relative to other communities. NCES's school population data serve as a framework for identifying distinctive local conditions. With data for virtually every district in the nation, the School District Data Book (SDDB) allows comparisons between a given district to other districts in the state or in the nation in specified aspects of demography and education. It enables elaborate but easy-to-operate analysis because of the comprehensiveness of the data (demography, administration, financing, and outcomes of the school, and socioeconomic conditions of the community) and flexibility for data manipulation (e.g., breaking down data by characteristics of children, parents, households, and school districts and producing profiles, tables, and maps). The results may help craft plans to meet the local needs and convince funding agencies and stakeholders to support the project.

A concern in regard to such local application is the currency of the decennial census data. Because the 1990 census will not be updated until 2000, the reality in areas with highly mobile demography may soon differ from that portrayed by SDDB, especially the lack of currency in poverty rates.

The Common Core of Data (CCD) may serve some of these functions, though limited by much thinner school and community data. Annually updated, the CCD presents information that is more precise for descriptive analysis of schools. It is also an authority source for sampling at the national and local levels for marketing, polling, and survey research.

Besides population data, some survey data also can serve for local planning because many of the survey projects produce reasonably good estimates of regional or local conditions. NELS:88, SASS, NAEP, and NHES may be used for this purpose because they are conducted periodically, generating timely information for estimates of education conditions.

1.3.2 Applications for Policy-making

Policy-making requires knowledge of program effectiveness and local needs for resources, incentives, and technical assistance. A wide range of policy issues at the district, state, and national levels may be addressed with NCES data. Under the rubric of school effectiveness, for example, many questions can be considered with NCES data. In the nation or in a state, how do rural districts differ from non-rural districts in operation and performance? What are the strengths and weaknesses of rural schools compared with urban schools? Do rural schools face greater fiscal strain than schools elsewhere? What are the curriculum differences between rural and non-rural districts in course offering and taking? How do the working conditions of rural administrators and teachers differ from those of their urban colleagues? What factors are responsible for those differences? What are the consequences of these differences to student outcomes such as academic achievement, graduate rates, and post-secondary school mobility? These issues, needless to say, have implications for regulation, policy making and resource allocation in rural education.

While population data such as SBBD may shed some light on these issues, more dynamic information is available from survey projects. SASS, for example, enables comparison of rural-urban differences in school effectiveness with concepts such as school/community context, program/curriculum offering, administration and instruction styles, staff attitudes and working conditions, school revenues and expenditures, and student dropout and graduate rates. Its sampling design allows rural-urban comparisons in particular states, regions, and the nation as a whole.

Taking NLS72, HS&B, and NELS:88 together, we are able to obtain a historical picture of the rural-urban schooling. Though these projects may not have necessarily selected a nationally representative sample on the school level, school effectiveness can be examined with the data, given certain sampling adjustment (NCES, in press).

NAEP is another source for investigating the effectiveness issue in rural education. The power of this survey is its continuity and extensive coverage of performance data, which gives it great potential for trend analysis. The limitations in terms of rural education research is its relative lack of data on background and processes, which may cripple in-depth explanatory effort. The technical complexities in sampling and measurement also make NAEP data difficult to use.

Lack of coverage of rural-specific issues by NCES datasets is a difficulty facing rural policy research. School consolidation, an issue with high stakes regarding policy making and the local community life, has evoked on-going debates in many rural communities (Hobbs, 1991). NCES datasets do not contain information on the history or processes of school consolidation. A potential solution is to incorporate local or state data on school consolidation into NCES data for specific analysis.

Another uncovered rural issue is the nature of the curricula offered by local rural schools. Community-based school programs such as Foxfire are said to benefit students and the community by cultivating the meanings of rural life and strengthening community identity and attachment (Wigginton, 1985; Theabold, 1992). Increasingly, more rural schools are incorporating this approach into their programs (Hobbs, 1991; Stern, 1994). To confirm the claims, comprehensive studies of the programs' effectiveness are needed. Lacking data on such innovative curricula makes investigation of the issue impossible.

1.3.3 Applications for Scholarly Research

Scholarly research tries to understand and explain educational processes, resulting in findings that may or may not have immediate policy implications. For instance, a dilemma in rural education interesting to researchers is: While rural communities have a pressing need for the educated individual but limited resources to support schools, schools are training students with urban-oriented skills, which actually encourage students to leave the rural community for the urban labor market (DeYoung, 1991). It is unclear which educational programs, academic or occupational, are more effective for fostering community attachment among rural youth. Using HS&B data, it is possible to trace school curriculum-offering and student course-taking and to link these measures to post-high school student mobility. With hierarchical linear models, analysts may be able to disentangle the program effects and individual student effects such as course taking, significant others' influence, and socioeconomic background. HS&B provides local labor market indicators that are critical control factors for the analysis.

One of the most intriguing questions is the rural-urban difference in performance of disadvantaged children. Socioeconomically disadvantaged children seem to do better in rural schools than they do in urban schools. A hypothetical explanation links this to local cultural differences. In rural settings, relative to urban places, student-teacher interaction is hypothesized to be more personal, the parent-child relationship is closer, and the school environment is safer. Thus, socioeconomic disadvantage may be mainly a restraint of resource in rural schooling; whereas poverty in urban places is often interwoven with complicated social and family problems. To confirm such an explanation of rural cultural strength, one can use NELS:88's dense information about the community, family, and interaction between students and teachers and parents.

1.4 References

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Section 2
Data Access Issues

This section describes the policies related to access of NCES data. It also describes sources of information on NCES databases and possible analysis help.

2.1 NCES Public Use Data

NCES provides data in "public use" format. These public data files may contain modified versions of the survey data, with the individually identifiable information statistically masked. Public use data and information are currently disseminated in the following media, depending on the survey:

CD-ROMs
9-Track Tapes
3480 Tape Cartridges
PC Diskettes
INET (Department of Education's Internet node)

NCES also provides the results of their data collection efforts for public use in the form of publications available from NCES and the ERIC On-Line Service.

Inquiries regarding access to NCES public use data should be directed to:

Education Information Branch
Program Information Division
OERI
555 New Jersey Avenue
Mail Stop 5641, Rm 300
Washington, DC 20208-5725
1-800-424-1616

2.2 NCES Restricted Use Data

NCES provides a licensing mechanism for obtaining Restricted Use datasets for research. The details involved in accessing this data are provided in Appendix C. This data is available in the same media as the NCES Public Use Data.

2.2.1 INET

The Office of Educational Research and Improvement's Institutional Communications Network (INET) is a telecommunications service designed to facilitate communication and information sharing among the major education research, development, and dissemination institutions that OERI supports, such as the National Research and Development Centers, Regional Educational Laboratories, Educational Resources Information Center (ERIC), and the National Diffusion Network. INET is the host for several local databases containing statistical information, and makes that data available to a broad Internet audience.This system is accessible through the Internet and toll-free telephone lines (800-241-

4638 with a login ID and a password) and through the Department of Education's Local Area Network. Among the major capabilities provided (but not specific to rural education issues) by INET are:

Online, Searchable Databases
Electronic Mail (E-mail), including a mailing list
File Transfer and Document Exchange
Bulletin Boards
Electronic Teleconferencing
Online Help Facility
Online Questionnaires
Gateways to other Networks/Systems

INET became the U.S. Department of Education's first Internet node in March 1993. It has provided Gopher and FTP (File Transfer Protocol) services since the Fall of 1993, and has had a World Wide Web (WWW) server since the Spring of 1994. These services give access to a broad range of databases and files containing both statistical data and research and development information aimed at improving teaching and learning. The WWW server currently contains:

Information about the Department's mission, organization, and key staff
A Teacher's Guide to the U.S. Department of Education, with links to network-available resources and documents
A Researcher's Guide to the U.S. Department of Education
ED press releases, with an experimental full-text search capability
The full hypertext of ED publications, including Publications for Parents
OERI Bulletin
Programs and Plans of the National Center for Education Statistics
Youth Indicators 1993
National Excellence: A Case for Developing America's Talent
Links to the ED/OERI Gopher server and to other ED-supported network resources.

To access the gopher server, gopher to gopher.ed.gov or select North America/U.S. Department of Education. For ftp client, ftp to ftp.ed.gov, logon anonymous. For WWW client, point to URL=http://www.ed.gov. For OERI BBS, dial 1-800-222-4922 (local 202-219-1511).

2.2.2 CD-ROM and Related Techniques

A radical improvement in accessing large datasets is made with CD-ROM technology, which stores vast information in small-sized discs. With specific computer software, CD-ROM allows easy access to and search of large datasets with complicated structures. Using CD-ROM technology, NCES staff created electronic code books which enable quick review and extraction of variables contained in different data files. With specified function keys, users can call upon screens for variables' frequency distribution and the original questionnaire items. Tedious and error-prone data entry work for extracting data is eliminated. It is a great advantage for data users to have a personal computer with a CD-ROM reader.

2.3 Data and Technical Services – the National Data Resource Center

NCES has established the National Data Resource Center (NDRC) to enable education researchers and others to obtain statistical tabulations and analyses of datasets maintained by NCES. Researchers and others may ask the NDRC to perform specific tabulations or analyses, or they may work on-site directly with confidential datasets upon signing a confidentiality pledge. The NDRC has developed strict procedures to ensure that individuals in surveys cannot be identified from NCES datasets. No data which could be used to identify an individual who supplied that data will be released.

Currently, the NDRC has files available from the Common Core of Data, the 1988 National Educational Longitudinal Study, the Schools and Staffing Survey, the Integrated Post-secondary Education Data System, the National Study of Post-secondary Student Aid Study, the National Household Education Survey, and the National Study of Post-secondary Faculty.

For further information on the NDRC contact:

Carl Schmitt
Elementary and Secondary Education Statistics Division
National Center for Education Statistics
555 New Jersey Avenue NW
Washington, DC 20208-5651

202-219-1642

2.4 Data Access Tips

Several suggestions may help readers access data from NCES.

1. Call the National Data Resource Center to get on its mailing list so that you get updated information about data projects published by NCES.
2. Study available publications about data products to define your data needs as precisely as possible so that you can save time.
3. If your data needs are specific and straightforward, simply call the National Data Resource Center to request the given pieces of information or data tabulations.
4. If you do need to analyze data yourself, call the specific staff members who have knowledge of the particular project and discuss your needs with them.
5. If you need to regularly use NCES data, attend a seminar sponsored by NCES.
6. Try to access data through telecommunications networks; this will become increasingly easy and efficient.

Section 3
Linking Research Issues to Data

Researchers always face the task of identifying relevant data to answer research questions formed upon theoretic or policy concerns. This requires thoughtful conceptualization to express research issues with empirical data and a time-consuming routine to scrutinize lengthy documents to identify appropriate pieces of information. For those who are not familiar with the large number of NCES projects and related publications, it is a heavy burden to link data with specific research questions.

To ease the data users' task, this section provides a listing of selected rural education research issues with possibly applicable data files and variables that are available from NCES. This issue-data listing is intended to stimulate thinking on research by applying NCES data and to supply a handy instrument for quick scanning of relevant data. The listing, however, does not necessarily exhaust the pertinent data available from NCES files in covering rural research issues. We may well have overlooked some data useful to a particular research project when reviewing the resource of NCES data. Users themselves should always check the full data documents if they are seriously interested in a possible application of NCES data to research.

3.1 Sources for the Research Issue Listing

Research issues are derived from two sources. One is a 1989 brochure issued by the Federal Interagency Committee on Education (FICE, 1989). This brochure systematically examines rural education issues and briefly summarizes the most significant areas for research and policy analysis. It also opened discussion on prioritizing the rural education research agenda.

The other source for the proposed research issues is the Appalachia Educational Laboratory's report on its study of rural education scholars' opinions on important research and policy issues (AEL, 1994). Between 1992 and 1993, AEL conducted a three-round Delphi study to examine the input on research agenda from a group of active rural education researchers. The result was a listing of prioritized research themes of current interest.

To incorporate the ideas from the two sources, we made balances and modifications using our own judgement as analysts interested in rural education. The listing, following AEL's report, presents broad research areas (e.g., effectiveness of rural schools, curriculum in rural schools) in which more specific issues (e.g., educational program delivery to disadvantaged populations, characteristics of effective rural schools, evaluation of student achievement, and others) are listed with pertinent NCES data.

While the resulting listing of research issues expresses many priorities in rural education research, we do not claim to present a comprehensive source of important research topics. The listing is meant to offer a convenient tool for researchers who start working with NCES data to address well articulated rural issues.

3.2 Procedures Used to Link Data to Issues

For each research issue, we reviewed NCES datasets and related documentation to determine the relevance of the data to the issue. The key concepts in the research issue were linked to relevant data, which are specified by variable names and variable labels used in SAS or SPSS command files.

3.2.1 Concepts and Variables

A concept is usually represented by more than one variable. Multiple variables may cover the concept's different dimensions. They also may be repeated measures of the same concepts across waves of a longitudinal survey.

Data users are able to differentiate these variables by checking the variable names and variable labels. In virtually all NCES datasets, variables are named with one or two letters followed by a set of numbers and other letters. The initial letters always indicate the project or the wave of longitudinal survey. For example, in NELS:88, BY16 means base year student file variable no. 16; whereas F1S23 means first follow-up student file variable no. 23. For variables that cover multiple dimensions of one concept in the same wave of survey, their names usually start with the same initial letters but followed by different numbers. For variables that repeatedly measure the same concept across waves of survey, the initial letters in the variables would differ. Variable labels are often the compact statements of questionnaire items. Although sometimes still not sufficiently clear due to their limited length, variable labels do offer information for grasping the meaning of a variable as they relate to research concepts.

We tried to cover only focal concepts involved in research questions. Background or controlled variables, though needed for analysis, are not covered by the data listing because the large number of these variables would make the listing too long. For example, in examining students' education expectations, the user may want to look at rural-urban differences while controlling for family socioeconomic background, school demographic characteristics, and perhaps student academic performance. We provide only data on students' education expectation and leave out other variables to avoid making the listing excessively long. For the same reason, variables which are technically needed for computing statistics (such as weighting factors) or for identifying subsamples (such as imputation flags) are not included. Readers will need to check the documentation to identify data for related concepts and for handling technical issues.

3.2.2 Multiple Datasets for One Issue

Data from multiple datasets are often applicable to address a given topic. Thus, whenever appropriate, more than one dataset is linked to each research issue. If the whole data file is relevant, we simply gave the data file name (with no listing of individual variable names) and noted that the whole data project was designed to address the given issue. If only part of a dataset is applicable to the issue, we presented only the relevant data in the dataset. In case there are no data available from NCES products for studying a topic, we had to drop this topic in spite of its significance.

3.2.3 Rural-Urban Codes

The rural-urban codes specific to each dataset were listed because of our central concern with rural-urban differentiation. Many datasets include more than one locale code. The codes differentially represent urbanicity of the school and community. Some are present in the file to indicate respondents' residential locales across waves of the survey in a longitudinal design. Readers should pay attention to these different categorizations of school or community locales. The codes either impose restrictions or offer flexibility to the analysis since they reflect different rural-urban definitions. and varying extensiveness of information on locales (e.g., some codes contain only a dichotomy, others contain up to 10 categories). Readers are referred to Section 2 for a discussion of locale codes in each dataset and Appendix A for a listing of different locale schemes).

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3.3 Research Areas

3.3.1 Effectiveness of Rural Schools

Research Issue: **Delivery of education in rural communities for handicapped, disadvantaged, and gifted populations**

HS&B (Base Year and First Followup School File)

Disadvantage-school level

SB0091S 'PERCENT OF STUDENTS - AMERICAN INDIAN'
SB0092S 'PERCENT OF STUDENTS - ASIAN'
SB0093S 'PERCENT OF STUDENTS - HISPANIC'
SB0094S 'PERCENT OF STUDENTS - BLACK'
SB0095S 'PERCENT OF STUDENTS - WHITE'
SB010 '% STUDENTS: NON-ENGLISH SPEAKING AT HOME'
SB015 '% STUDENTS BUSED IN FOR RACIAL BALANCE'
SB037 '% OF STUDENTS CLASSIFIED DISADVANTAGED'

Rates of disabilities-school level

SB034 'NUMBER OF HANDICAPPED STUDENTS'
SB035A 'TRAINABLE MENTALLY RETARDED'
SB035B 'MULTIPLE HANDICAPPED'
SB035C 'EDUCABLE MENTALLY RETARDED'
SB035D 'HARD OF HEARING'
SB035E 'DEAF'
SB035F 'DEAF-BLIND'
SB035G 'SPEECH IMPAIRED'
SB035H 'VISUALLY IMPAIRED'
SB035I 'EMOTIONALLY DISTURBED'
SB035J 'ORTHOPEDICALLY IMPAIRED'
SB035K 'OTHER HEALTH IMPAIRED'
SB035L 'SPECIFIC LEARNING DISABILITIES'

Location from other institutes (isolation)

SB016A 'MILES FROM A COMMUNITY OR JR COLLEGE'
SB016B 'MILES FROM A VOCATIONAL OR BUSINESS SCHL'
SB016C 'MILES FROM A 4-YR COLLEGE OR UNIVERSITY'
SB031 'AREA VOCATIONAL SCHOOL AVAILABLE?'
SB038 'COLLEGES SENDING REPRESENTATIVES'

Program provisions

SB017AY '% OF 10TH GRADE IN GENERAL PROGRAM'
SB017AE '% OF 12TH GRADE IN GENERAL PROGRAM'
SB017BY '% OF 10TH GRADE IN ACADEMIC PROGRAM'
SB017BE '% OF 12TH GRADE IN ACADEMIC PROGRAM'
SB017C1Y '% OF 10TH GRADE IN AGRICULTURE PROGRAM'
SB017C1E '% OF 12TH GRADE IN AGRICULTURE PROGRAM'
SB017C2Y '% OF 10TH GR IN BUSINESS OCC PROGRAM'
SB017C2E '% OF 12TH GR IN BUSINESS OCC PROGRAM'
SB017C3Y '% OF 10TH GR IN DISTRIBUTIVE EDUCATION'
SB017C3E '% OF 12TH GR IN DISTRIBUTIVE EDUCATION'
SB017C4Y '% OF 10TH GR IN HEALTH OCC PROGRAM'
SB017C4E '% OF 12TH GR IN HEALTH OCC PROGRAM'
SB017C5Y '% OF 10TH GR IN HOME ECONOMICS PROGRAM'
SB017C5E '% OF 12TH GR IN HOME ECONOMICS PROGRAM'
SB017C6Y '% OF 10TH GR IN TRADE OCC PROGRAM'
SB017C6E '% OF 12TH GR IN TRADE OCC PROGRAM'
SB017C7Y '% OF 10TH GR IN TECHNICAL OCC PROGRAM'
SB017C7E '% OF 12TH GR IN TECHNICAL OCC PROGRAM'
SB017DY '% OF 10TH GR IN OTHER PROGRAM'
SB017DE '% OF 12TH GR IN OTHER PROGRAM'
SB025 'REMEDICAL PROGRAM FOR MIN COMP FAILURES'
SB029AD 'COLLEGE BOARD ADVANCED PLACEMENT COURSES'
SB029AE 'STUDENT EXCHANGE PROGRAM'
SB029AF 'ALTERNATIVE SCHOOL PROGRAM'
SB029AG 'PROGRAM FOR PREGNANT GIRLS OR MOTHERS'
SB029AH 'CONTINUATION SCHOOL'
SB029AI 'PROGRAM FOR GIFTED OR TALENTED'
SB029AJ 'BILINGUAL PROGRAM'
SB029BA1 'ENGLISH AS 2ND LANGUAGE TAUGHT 10TH GR'
SB029BA2 'ENGLISH AS 2ND LANGUAGE TAUGHT 11TH GR'
SB029BA3 'ENGLISH AS 2ND LANGUAGE TAUGHT 12TH GR'
SB029BA4 'ENGLISH AS 2ND LANGUAGE NOT OFFERED'
SB029BB1 'MOTHER TONGUE TAUGHT IN 10TH GR'
SB029BB2 'MOTHER TONGUE TAUGHT IN 11TH GR'
SB029BB3 'MOTHER TONGUE TAUGHT IN 12TH GR'
SB029BB4 'MOTHER TONGUE NOT OFFERED'
SB029BC1 'MINORITY CULTURE TAUGHT IN 10TH GR'
SB029BC2 'MINORITY CULTURE TAUGHT IN 11TH GR'
SB029BC3 'MINORITY CULTURE TAUGHT IN 12TH GR'
SB029BC4 'MINORITY CULTURE NOT OFFERED'
FS11 'REMEDIAL PROGRAM FOR TESTING FAILURES'
FS13AC 'WORK EXPER OR OCCUP TRAINING FOR CRED'
FS13AD 'A P COURSES AVAILABLE'
FS13AE 'STUDENT EXCHANGE PROGRAM AVAILABLE'
FS13AF 'ALTERNATIVE SCHOOL PROGRAM AVAILABLE'

FS13AG 'SPECIAL PROGRAM FOR PREGNANT WOMEN'
FS13AH 'CONTINUATION SCHOOL AVAILABLE'
FS13AI 'GIFTED-TALENTED PROGRAM AVAILABLE'
FS13AJ 'BILINGUAL PROGRAM AVAILABLE'
FS13AK 'COLLEGE-LEVEL COURSES AT H S AVAIL'
FS13AL 'COURSES AT COLLEGE AVAILABLE'
FS13AM 'CREDIT BY EXAM AVAILABLE'
FS13AN 'EARLY GRADUATION AVAILABLE'
FS13AO 'EARLY EXIT VIA EXAM OR EQUIV'
FS13AP 'REMEDIAL BASIC SKILLS INSTRUCT AVAIL'
FS13AQ 'COMPUTER COURSES AVAILABLE'
FS13AR 'INSTRUCTIONAL TELEVISION PROGRAM AVAIL'
FS13BA1 'ENG TAUGHT AS 2ND LANG IN 10TH GRADE'
FS13BA2 'ENG TAUGHT AS 2ND LANG IN 11TH GRADE'
FS13BA3 'ENG TAUGHT AS 2ND LANG IN 12TH GRADE'
FS13BA4 'ENG AS 2ND LANG NOT TAUGHT IN 10-12TH'
FS13BB1 'MOTHER TONG TAUGHT AS FIRST LANG IN 10T'
FS13BB2 'MOTHER TONG TAUGHT AS 1ST LANG IN 11TH'
FS13BB3 'MOTHER TONG TAUGHT AS 1ST LANG IN 12TH'
FS13BB4 'MOTHER TONG NOT OFFERED AS 1ST LANG'
FS13BC1 'CULT-HIST TAUGHT TO MINOR IN 10TH'
FS13BC2 'CULT-HIST TAUGHT TO MINOR IN 11TH GR'
FS13BC3 'CULT-HIST TAUGHT FOR LANG MINOR :12TH'
FS13BC4 'CULT-HIST NOT TAUGHT FOR LANG MINORITY'
FS14 '% OF SENIORS IN OUT-OF-SCHOOL PROGRAMS'
FS15 'STUD S MAY TAKE VOC SCHOOL CLASSES'

Federal program participation
SB032A 'UPWARD BOUND PARTICIPATION'
SB032B 'TALENT SEARCH PARTICIPATION'
SB032C1 'ESEA TITLE I <ECON DISADVANTAGES>'
SB032C2 'ESEA TITLE IV-B <LIBRARY>'
SB032C3 'ESEA TITLE IV-C <EDUC INNOVATION>'
SB032C4 'ESEA TITLE IV-D <SUPPLEMENTARY CENTERS>'
SB032C5 'ESEA TITLE VII <BILINGUAL EDUCATION>'
SB032C6 'ESEA TITLE IX <ETHNIC HERITAGE STUDIES>'
SB032D 'INDIAN EDUCATION ACT'
SB032E 'EMERGENCY SCHOOL AID ACT <DESEGRAGATION>'
SB032F 'SCHL ASSIST IN FEDERALLY AFFECTED AREAS'
SB032G 'COMPREHENSIVE EMPLOYMENT & TRAINING ACT'
SB032H1 'VOC ED ACT 63 CONSUMER & HOMEMAKING EDUC'
SB032H2 'VOC ED ACT 63 BASIC PROGRAM'
SB032H3 'VOC ED ACT 63 PERSONS WITH SPECIAL NEEDS'
SB032H4 'VOC ED ACT 63 COOPERATIVE VOCATIONAL ED'
SB032H5 'VOC ED ACT 63 HIGH SCHOOL WORK STUDY'

SB032I 'JUNIOR ROTC'
FS17A 'SCHOOL PARTICIPATE IN UPWARD BOUND'
FS17B 'SCHOOL PARTICIPATE IN TALENT SEARCH'
FS17C1 'SCHOOL PARTICPATE IN TITLE I'
FS17C2 'SCHOOL PARTICIPATE IN TITLE IV-B'
FS17C3 'SCHOOL PARTICIPATE IN TITLE IV-C'
FS17C4 'SCHOOL PARTICIPATE IN TITLE IV-D'
FS17C5 'SCHOOL PARTICIPATE IN TITLE VII'
FS17C6 'SCHOOL PARTICIPATE IN TITLE IX'
FS17D 'SCHOOL PARTICIPATE IN INDIAN ED ACT'
FS17E 'SCHOOL PARTICIPATE IN EMER SCHOOL ACT'
FS17F 'SCHOOL PARTICIPATE IN SCHOOL ASSIST'
FS17G 'SCHOOL PARTICIPATE IN CETA'
FS17H1 'PART IN CONS & HOMEMAKER EDUC'
FS17H2 'PART IN VOC BASIC ED PROGRAMS'
FS17H3 'PART IN VOC ED FOR SPEC NEEDS'
FS17H4 'PART IN COOP VOC ED PROGRAM'
FS17I 'SCHOOL PART IN JUNIOR ROTC'

Work-study program

FS17H5 'PART IN H S VOC ED WORK-STUDY'
FS16 'DOES SCHOOL HAVE WORK-STUDY PROGRAM'
FS16A 'OFF-,ON-CAMPUS OR BOTH IN WORK-STUDY'
FS16B1 'OFF-CAMPUS:LAWN WORK OR ODD JOBS'
FS16B2 'OFF-CAMPUS:RESTAURANTS'
FS16B3 'OFF-CAMPUS:BABY-SITTING OR CHILD-CARE'
FS16B4 'OFF-CAMPUS:FARM OR AGRICULTURAL WORK'
FS16B5 'OFF-CAMPUS:FACTORY WORK'
FS16B6 'OFF-CAMPUS:GAS STAT ,CAR WASH,AUTO REP'
FS16B7 'OFF-CAMPUS:SKILLED TRADE'
FS16B8 'OTHER MANUAL'
FS16B9 'OFF-CAMPUS:STORE CLERK,SALES,CASHIER'
FS16B10 'OFF-CAMPUS:OFFICE OR CLERICAL'
FS16B11 'OFF-CAMPUS:HOSPITAL OR HEALTH'
FS16B12 'OFF-CAMPUS:DELIVERY JOBS <PAPERS,GROC S>'
FS16B13 'OFF-CAMPUS:OTHER'
FS16C1 'ON-CAMPUS:CAFETERIA'
FS16C2 'ON-CAMPUS:ADMINISTRATION'
FS16C3 'ON-CAMPUS:MAINTENANCE'
FS16C4 'ON-CAMPUS:AUDIOVISUAL'
FS16C5 'ON-CAMPUS:TUTORING,TEACH AID, ETC'
FS16C6 'ON-CAMPUS:VOCATIONALLY ORIENTED JOBS'
FS16C7 'ON-CAMPUS:OTHER'

Special education programs

SB033A 'HANDICAPPED CRITERIA USES STANDARD TESTS'
SB033B 'HANDICAPPED CRITERIA FEDERAL GUIDELINES'
SB033C 'HANDICAPPED CRITERIA STATE GUIDELINES'
SB033D 'HANDICAPPED CRITERIA COUNSELOR JUDGEMENT'
SB048D 'REFERRAL TO MENTAL HEALTH CLINIC'
SB048E 'OTHER ARRANGEMENT FOR MENTAL HEALTH PROB'

Course offerings

SB018A 'SECOND YEAR ALGEBRA TAUGHT?'
SB018B 'ART TAUGHT?'
SB018C 'AUTO MECHANICS TAUGHT?'
SB018D 'CALCULUS TAUGHT?'
SB018E 'CHEMISTRY TAUGHT?'
SB018F 'DRAMA TAUGHT?'
SB018G 'DRIVER TRAINING TAUGHT?'
SB018H 'ECONOMICS TAUGHT?'
SB018I 'ETHNIC OR BLACK STUDIES TAUGHT?'
SB018J 'FAMILY LIFE OR SEX EDUCATION TAUGHT?'
SB018K 'GEOMETRY TAUGHT?'
SB018L 'THIRD YEAR SPANISH TAUGHT?'
SB018M 'THIRD YEAR GERMAN TAUGHT?'
SB018N 'THIRD YEAR FRENCH TAUGHT?'
SB018O 'HOME ECONOMICS TAUGHT?'
SB018P 'PHYSICS TAUGHT?'
SB018Q 'PSYCHOLOGY TAUGHT?'
SB018R 'RUSSIAN TAUGHT?'
SB018S 'TRIGONOMETRY TAUGHT?'
SB018T 'WOOD OR MACHINE SHOP TAUGHT?'

School facilities

SB027A 'INDOOR LOUNGE FOR STUDENTS'
SB027B 'CAREER INFORMATION CENTER'
SB027C 'OCCUPATIONAL TRAINING CENTER'
SB027D 'MEDIA PRODUCTION FACILITIES'
SB027E 'REMEDIAL READING OR MATH LABORATORY'
SB027F 'SUBJECT AREA RESOURCES CENTR <NOT LIBR>'
SB027G 'DEPARTMENTAL OFFICES'
SB027H 'TEACHING RESOURCES CENTER FOR TEACHERS'
SB027I 'CHILD OR NURSERY CARE FACILITY'
SB027J 'STUDENT CAFETERIA'
SB028 'NUMBER OF VOLUMES IN SCHOOL LIBRARY'

School outcomes

SB008 'AVERAGE DAILY ATTENDANCE <PERCENT>'
SB011 '% OF 78-79 CLASS NOW IN REGULAR COLLEGE'

SB012 '% OF 78-79 CLASS NOW IN NON-COLLEGE EDUC'
SB013 '% OF 78-79 CLASS NOW IN MILITARY'
SB014 'PERCENT OF STUDENTS WHO DROP OUT'
FS2 '% OF GRAD CLASS GOING TO COLLEGE'
FS3 '% GRAD CLASS GO TO NON-COLLEGE SEC ED'
FS4 '% GRAD CLASS GOING INTO MILITARY'
FS5 '% OF ^82 GRAD CLASS GRAD EARLY'
FS6A '% OF CLASS OF ^82 SOPH S DROPPED OUT'
FS6B '% OF CLASS OF ^83 SOPH S DROPPED OUT'

Rural-urban code
SCHURB 'SCHOOL URBANIZATION CODE'

HS&B (Sophomore Cohort Base Year and First Followup Files)

School programs/services
BB002 'HIGH SCHOOL PROGRAM'
YB002 'HOW PLACED IN H.S. PROGRAM'
BB014A 'SPECIAL PROGRAM CO-OP EDUCATION'
BB014B 'SPECIAL PROGRAM WORK-STUDY PROGRAM'
BB014C 'SPECIAL PROGRAM TALENT SEARCH'
BB014D 'SPECIAL PROGRAM UPWARD BOUND'
BB014E 'SPECIAL PROGRAM CONTINUATION H.S.'
BB014F 'SPECIAL PROGRAM ALTERNATIVE H.S.'
BB014G 'SPECIAL PROGRAM PREGNANT GIRLS'
BB014H 'SPECIAL PROGRAM CETA'
BB014I 'SPECIAL PROGRAM JUNIOR ROTC'
FY2 'BEST DESCRIPTION OF H.S. PROGRAM'
FY3F 'ONLY PROGRAM OFFERED IN SCHOOL'
FY9A 'IN REMEDIAL ENGLISH JUNIOR, SENIOR YEAR'
FY9B 'IN REMEDIAL MATH JUNIOR OR SENIOR YEAR'
FY9C 'IN HONORS ENGLISH JUNIOR OR SENIOR YEAR'
FY9D 'IN HONORS MATH JUNIOR OR SENIOR YEAR'
FY9E 'IN BILINGUAL, BICULTURAL PROG JN, SN YR'
FY9F 'IN FAMILY LIFE, SEX ED PROG JN, SN YEAR'
FY9G 'IN ALCOHOL, DRUG ABUSE ED JN, SN YEAR'
FY9H 'IN SPEC PROG FOR ED HANDICAP JN, SN YEAR'
FY9I 'IN SPEC ED PROG FOR PHYS HANDI JN, SN YR'
FY9J 'IN CAREER ED COURSE JUNIOR, SENIOR YEAR'
FY9K 'IN DRIVER ED JUNIOR OR SENIOR YEAR'
FY9L 'IN COMPUTER PROGRAMMING JUNIOR,SENIOR YR'
FY11A 'HEARD OF, WAS IN CO-OP PROGRAM'
FY11B 'HEARD OF, WAS IN H.S. VOCTNL ED WRK-STUD'
FY11C 'HEARD OF, WAS IN TALENT SEARCH'

FY11D 'HEARD OF, WAS IN UPWARD BOUND'
FY11E 'HEARD OF, WAS IN CONTINUATION H.S.'
FY11F 'HEARD OF, WAS IN ALTERNATIVE H.S.'
FY11G 'HEARD OF, WAS IN SPEC SCHL FOR PREG GIRL'
FY11H 'HEARD OF, WAS IN CETA WORK PROGRAMS'
FY11I 'HEARD OF, WAS IN JUNIOR ROTC'
FY13A 'ENGLISH COURSE FOR NONENGLISH STUDENTS'
FY13B 'READING, WRITING IN 1ST LANGUAGE'
FY13C 'OTHER SUBJECTS IN 1ST LANGUAGE'
FY13D 'HISTORY, CULTURE OF ANCESTORS'
FY14 'AMOUNT TEACHING IN 1ST LANGUAGE THRU H.S'

Course taking

FY4A 'CRSEWORK IN MATH 10TH GRADE TO T Y'
FY4B 'CRSEWRK IN ENGLISH 10TH TO T Y'
FY4C 'CRSEWRK IN FRENCH 10TH THRU T Y'
FY4D 'CRSEWRK IN GERMAN 10TH THRU T Y'
FY4E 'CRSEWRK IN SPANISH 10TH THRU T Y'
FY4F 'CRSEWRK IN OTHER LANGUAGES 10TH TO TY'
FY4G 'CRSEWRK IN HISTORY, SOC STD 10TH TO T Y'
FY4H 'CRSEWRK IN SCIENCE 10TH THRU T Y'
FY4I 'CRSEWRK IN BUSINESS,SALES 10TH THRU T Y'
FY4J 'CRSEWRK IN TRADE,INDUSTRY 10TH THRU T Y'
FY4K 'CRSEWRK IN TECH COURSES 10TH THRU T Y'
FY4L 'CRSEWRK IN OTHER VOC COURSES 10TH TO T Y'
FY5A 'HAVE OR HAVE NOT TAKEN 1ST-YEAR ALGEBRA'
FY5B 'HAVE OR HAVE NOT TAKEN 2ND-YEAR ALGEBRA'
FY5C 'HAVE OR HAVE NOT TAKEN GEOMETRY'
FY5D 'HAVE OR HAVE NOT TAKEN TRIGONOMETRY'
FY5E 'HAVE OR HAVE NOT TAKEN CALCULUS'
FY5F 'HAVE OR HAVE NOT TAKEN PHYSICS'
FY5G 'HAVE OR HAVE NOT TAKEN CHEMISTRY'
FY5H 'HAVE OR HAVE NOT TAKEN BIOLOGY'
FY6A 'TAKEN JOB PREP COURSE IN AGRIC, HORTIC'
FY6B 'TAKEN JOB PREP COURSE IN AUTO MECHANICS'
FY6C 'TAKEN JOB PREP COURSE IN COMMERCIAL ARTS'
FY6D 'TAKEN JOB PREP COURSE IN COMP PROG, OPER'
FY6E1 'TAKEN JOB PREP COURSE IN CRPNTRY,MILLWRK'
FY6E2 'TAKEN JOB PREP COURSE IN ELECTRCL TRADE'
FY6E3 'TAKEN JOB PREP COURSE IN MASONRY'
FY6E4 'TAKEN JOB PREP COURSE IN PLUMBING'
FY6F 'TAKEN JOB PREP COURSE IN COSMET,BARBER'
FY6G 'TAKEN JOB PREP COURSE IN DRAFTING'
FY6H 'TAKEN JOB PREP COURSE IN ELECTRONICS'
FY6I 'TAKEN JOB PREP COURSE IN HOME ECONOMICS'

FY6J 'TAKEN JOB PREP COURSE IN MACHINE SHOP'
FY6K 'TAKEN JOB PREP COURSE IN MEDI,DENTAL AST'
FY6L 'TAKEN JOB PREP COURSE IN PRACTICAL NURSE'
FY6M 'TAKEN JOB PREP COURSE IN QUANTITY FOODS'
FY6N 'TAKEN JOB PREP COURSE IN SALES, MERCHAND'
FY6O 'TAKEN JOB PREP COURSE IN OFFICE WORK'
FY6P 'TAKEN JOB PREP COURSE IN WELDING'
FY6Q 'TAKEN JOB PREP COURSE IN OTHER AREA'

Disabilities-students
BB087A 'SPECIFIC LEARNING DISABILITY'
BB087B 'VISUAL HANDICAP'
BB087C 'HARD OF HEARING'
BB087D 'DEAFNESS'
BB087E 'SPEECH DISABILITY'
BB087F 'ORTHOPEDIC HANDICAP'
BB087G 'OTHER HEALTH IMPAIRMENT'
BB088 'PHYSICAL CONDITION WHICH LIMITS YOU'
FY103A 'HAVE SPECIFIC LEARNING DISABILITY'
FY103B 'HAVE VISUAL HANDICAP NOT CORRECTED'
FY103C 'AM HARD OF HEARING'
FY103D 'DEAFNESS'
FY103E 'HAVE SPEECH DISABILITY'
FY103F 'HAVE ORTHOPEDIC HANDICAP'
FY103G 'HAVE OTHER PHYSICAL DISABILITY, HANDICAP'
FY103H 'HAVE NONE OF THESE CONDITIONS'
FY104 'HAVE PHYSICAL CONDITION LIMITING WORK'

Disadvantage-students
BB038 'FATHER^S OCCUPATION'
BB039 'FATHER^S EDUCATION'
BB041 'MOTHER^S OCCUPATION'
BB042 'MOTHER^S EDUCATION'
BB089 'RACE'
BYSES 'BASE YEAR SES COMPOSITE'
FUSES '1ST FOLLOW-UP SES COMPOSITE'
FY12 'FIRST LANGUAGE SPOKEN AS CHILD'

School performance
BYTEST 'BASE YEAR TEST COMPOSITE'
FUTEST '1ST FOLLOW-UP TEST COMPOSITE'
YBVOCBFS 'SOPH VOCAB FORMULA SCORE'
YBVOCBSD 'SOPH VOCAB STANDARDIZED SCORE'
YBREADFS 'SOPH READING FORMULA SCORE'
YBREADSD 'SOPH READING STANDARDIZED SCORE'

YBMTH1FS 'SOPH MATH PART 1 FORMULA SCORE'
YBMTH1SD 'SOPH MATH PART 1 STANDARDIZED SCOR'
YBMTH2FS 'SOPH MATH PART 2 FORMULA SCORE'
YBMTH2SD 'SOPH MATH PART 2 STANDARDIZED SCORE'
YBSCINFS 'SOPH SCIENCE FORMULA SCORE'
YBSCINSD 'SOPH SCIENCE STANDARDIZED SCORE'
YBWRITFS 'SOPH WRITING FORMULA SCORE'
YBWRITSD 'SOPH WRITING STANDARDIZED SCORE'
YBCIVCFS 'SOPHOMORE CIVICS FORMULA SCORE'
YBCIVCSD 'SOPH CIVICS STANDARDIZED SCORE'
BBVOCBFS 'BOTH VOCAB FORMULA SCORE'
BBVOCBSD 'BOTH VOCAB STANDARDIZED SCORE'
BBREADFS 'BOTH READING FORMULA SCORE'
BBREADSD 'BOTH READING STANDARDIZED SCORE'
BBMATHFS 'BOTH MATH FORMULA SCORE'
BBMATHSD 'BOTH MATH STANDARDIZED SCORE'
FY70 'TOOK MINIMUM COMPETENCY,PROFICIENCY TEST'
FY71 'PASS, FAIL MIN COMP, PROF TEST'
FY7 'GRADE AVERAGE SO FAR IN H.S.'
FY8A 'HAVE TAKEN COLLEGE BOARD, SAT TEST'
FY8B 'HAVE TAKEN ACT TEST'
FY8C 'HAVE TAKEN ASVAB TEST'

Rural-urban code

SCHURB 'ORIGNL SCH CIC URBANZN CODE'
FY100 TYPE COMMUNITY LIVED IN 1ST WEEK FEB 82
HSURBAN H.S. URBANICITY
COMTYPE COMMUNITYTYPE

HS&B (Senior Cohort Base Year, First, Second and Third Followup Files)

Disadvantage-student/family

BYSES 'BASE YEAR SES'
HOMELANG 'HOME LANGUAGE BACKGROUND'
PAREDUC 'PARENTS HIGHEST EDUCATION LEVEL'
FAMINC 'YEARLY FAMILY INCOME'
RACE2 'FU3 COMPOSITE RACE'
HISP 'HISPANIC SUBGROUPS'

Disabilities-students

HANDICAP 'HANDICAP PGM'
BB087A 'SPECIFIC LEARNING DISABILITY'
BB087B 'VISUAL HANDICAP'

BB087C 'HARD OF HEARING'
BB087D 'DEAFNESS'
BB087E 'SPEECH DISABILITY'
BB087F 'ORTHOPEDIC HANDICAP'
BB087G 'OTHER HEALTH IMPAIRMENT'
BB088 'PHYSICAL CONDITION WHICH LIMITS YOU'

High school program participation/completion
BYTEST 'BASE YEAR TEST COMPOSITE'
BB002 'HIGH SCHOOL PROGRAM'
EB035A 'EMPHASIS ON ACADEMIC SUBJECTS'
EB035B 'EMPHASIS ON VOCATIONAL COURSES'
EB035C 'NOT ENOUGH PRACTICAL WORK IN SCHOOL'
EB035D 'SCHOOL PROVIDED COUNSELING FOR EDUC'
EB035E 'SCHOOL PROVIDED COUNSELING FOR WORK'
FE1B 'ATTENDING COLLEGE 1ST WEEK FEB 82'
FE1C 'TAKING VOC, TECH COURSES 1ST WEEK FEB 82'
FE1D 'IN APPREN,GOVT TRNG PROG 1ST WEEK FEB 82'
FE6 'COMPLETED HIGH SCHOOL?'
FE9B 'ATTENDING COLLEGE 1ST WEEK OCT 81'
FE9C 'TAKING VOC, TECH COURSES 1ST WEEK OCT 81'
FE9D 'IN APPREN,GOVT TRNG PROG 1ST WEEK OCT 81'
HSGRADES 'H.S. G.P.A.'
HSPROG 'H.S. PGM'
HSDIPLOM 'H.S. DIPLOMA'

Post secondary education
FE33J1 'IN VOCNL OR ACDMC PROG 1ST SCHOOL AHS'
FE33J2 'IN VOCNL OR ACDMC PROG 2ND SCHOOL AHS'
FE33J3 'IN VOCNL OR ACDMC PROG 3RD SCHOOL AHS'
FE34 'VOCNL OR ACDMC PROG LAST MNTH, LAST SCHL'
FE34A 'VOCNL FIELD MOST RECENT MNTH, LAST SCHL'
FE34B 'ACADMC FIELD MOST RECENT MNTH, LAST SCHL'
FE35A 'NO CERT,DEGR STUDIED FOR LAST MNTH,L SCL'
FE35B 'STUDIED FOR CERTFT MOST RCNT MNTH,L SCL'
FE35C 'STUDIED FOR LICENSE MOST RNT MNTH,LST SL'
FE35D 'STUDY FOR 2,3 YR VOC DEGR LAST MNTH ENRL'
FE35E 'STUDY FOR 2 YR ACDMC DEGR LAST MNTH ENRL'
FE35F 'STUDY FOR 4,5 YR BACH DEGR LAST MNTH ENR'
FE35G 'STUDY FOR OTHER CERT,DEGR LAST MNTH ENRL'
SE24A 'MATHEMATICS'
SE24B 'ENGLISH-LITERATURE'
SE24C 'NON-ENGLISH LANGUAGE'
SE24D 'HISTORY-SOCIAL SCIENCE'
SE24E 'SCIENCE'

SE15 'WENT TO POSTSECONDARY SCH'

Adult/vocational education

FE50 'OJTAPPRNSPTRNG PROG BETW HS & FEB 82'
FE50AA 'PARTICIPATED IN ON JOB TRNG BETW HS,FB82'
FE50AB 'EMPLR INSTRCN OTHER THAN OJT BETW HS,F82'
FE50AC 'FORMAL REGSTRD APPRNSP BETW HS & FEB 82'
FE50AD 'MANPOWER DVLP & TRNG BETW HS & FEB 82'
FE50AE 'PARTICIPATED IN WORK INCENTV BETW HS,F82'
FE50AF 'NEIGHBRD YTH CORPS <NYC> BETW HS & FEB82'
FE50AG 'PARTCPTD IN CETA BETW HS & FEB 82'
FE50AH 'OTHER EMPLTRNG PROG BETW HS & FEB 82'
FE50AI 'CORRESPND COURSE BETW HS & FEB 82'
FE50AJ 'NONCREDIT COURSES BETW HS & FEB 82'
FE50AK 'OTHER TYPE PROG BETW HS & FEB 82'
FE50B 'TRAINED FOR SPECIFIC JOB BETW HS & FEB82'
FE50C 'TYPE JOB TRND FOR MOST HRS BETW HS&FEB82'
FE50D 'HOW LONG PROG LASTS BETW HS & FEB 82'
FE50F 'HAVE COMPLETED PROGRAM'
FE51 'ACAD TUTOR,REMED COURSE BETW HS & FEB 82'
FE52 'CERT,LICNS,DIPL,DEGREE BETW HS & FEB 82'
FE52AA 'GOT CERTIFICATE BETW HS & FEB 82'
FE52AB 'GOT LICENSE BETW HS & FEB 82'
FE52AC 'GOT 2-,3-YR VOC DEGR,DIPL BETW HS &FEB82'
FE52AD 'GOT 2-YR ACAD DEGREE BETW HS & FEB 82'
FE52AE 'GOT OTHER TYPE CERT,DEGR,ETC BETW HS&F82'
FE54 'SERVED IN REG ARMED FORCES,RESRV,ETC'
SE24F 'BUSINESS OFFICE SALES'
SE24G 'TRADE AND INDUSTRY'
SE24H 'TECHNICAL COURSES'
SE24I 'OTHER VOC COURSES'
SE24J 'COMPUTER COURSES'
SE25A1 'TUTORG BY FACULTY'
SE25A2 'TUTORG BY STUDENTS'
SE25B1 'PERSONAL COUNSELLG'
SE25B2 'ACAD COUNSELLING'
SE25B3 'FINANCIAL COUNSELLING'
SE25B4 'JOB OR CAREER COUNSELLING'
SE25C1 'REMEDIAL ENGLISH INSTRUCTION'
SE25C2 'REMEDIAL MATHEMATICS INSTRUCTION'
SE25C3 'INSTRUCTION IN READING IMPROVEMENT'
SE25C4 'INSTRUCTION IN WRITING IMPROVEMENT'
SE25C5 'INSTRUCTION IN TEST TAKING'
SE25C6 'INSTRUCTION IN STUDYING EFFICIENTLY'
SE25D 'ASSISTANCE IN FINDING PART-TIME JOBS'

SE40 'TRAING PROG TAKEN POST HS - FEB 84'
SE40AA 'REGISTERED APPRENTICESHIP'
SE40AB 'WORK INCENTIVE <WIN>'
SE40AC 'JOB CORPS'
SE40AD 'CETA OR JTPA'
SE40AE 'STATE OR LOCAL PROGRAM'
SE40AF 'OTHER EMPLOY OR TRNG PROGRAM'
SE41A 'NON-CREDIT PROG IN REG SCHL'
SE41B 'CORRESPONDENCE COURS'
SE41C 'COMMUNITY,LABOR OR CHURCH PROGRAM'
SE41D 'PRIV INSTRUCTION'
SE41E 'TV,RADIO,NEWSPAPER COURS'
SE41F 'NONE OF ABOVE COURS TAKEN'
SE42 'EARNED CERTIFICATES OR LICENSES'
SE42SC 'TYPE OF 2ND CERTIFICATE'
SE42FL 'TYPE OF 1ST LICENSE'
SE42SL 'TYPE OF 2ND LICENSE'
SE52 'RECD FORMAL TRAINING OTH TH EMPLOYERS'
SE52AA 'RECD TRAINING - HS'
SE52AB 'TRAINING-VOC ETC SCH'
SE52AC 'TRAINING-APPREN OR GOVT TRAINING PROG'
SE52AD 'TRAINING-JR,CMTY COLLEGE'
SE52AE 'COLLEGE OR UNIVERSITY'
SE52AF 'TRAINING-GRAD,PROF SCH'
SE52AG 'TRAINING-MILITARY SERV'
SE52AH 'TRAINING-OTHER SOURCE'
TE13BE 'PARTICIPATED IN OTHER TRAINING'
TE13BEHR 'NUMBER OF HRS. PER WK. OTHER TRNG'
TE13BEWK 'TOTAL NUMBER OF WEEKS OTHER TRNG'
TE40 'PARTICIPATE IN TRNG PROGS SINCE 3-1-84?'
TE40AA 'FORMAL REGISTERED APPRENTICESHIP'
TE40AB 'JTPA'
TE40AC 'STATE OR LOCAL EMPLOYMNT AND TRNG PROG'
TE40AD 'OTHER EMPLOYMENT AND TRAINING PROGRAM'
TE40AE 'NON-CREDIT COURSES IN SCHOOL'
TE40AF 'CORRESPONDENCE COURSES'
TE40AG 'COURSES SPONSRD BY COMM,LABOR ORG,CHURCH'
TE40AH 'COURSES GIVEN BY A PRIVATE INSTRUCTOR'
TE40AI 'COURSES BY TELEVISION,RADIO OR NEWSPAPER'
TE40B 'HOW LONG IS <WAS> THIS PROGRAM?'
TE40C 'HAVE YOU COMPLETED THIS PROGRAM?'
TE40D 'WERE YOU BEING TRAINED FOR WORK?'
TE40E 'TRADE BEING TRAINED FOR'

Rural-urban code

SCHURB 'ORIGINAL SCHOOL CIC URBANIZATION CODE'
HSURBAN 'H.S. URBANICITY'
COMTYPE 'COMMUNITY TYPE'
FE4 'LOCATION WHERE R LIVED 1ST WEEK FEB 82'
SE6 'TYPE COMMUNITY LIVED IN 1ST WK FEB 84'

NELS:88 (Base Year, First, and Second Followup Files)

Delivery of Education

BYS66A "IN ADVANCED,ENRICHED,ACCELERATED ENGLISH"
BYS66B "IN ADVANCD,ENRICHD,ACCELERTD SOC.STUDIES"
BYS66C "IN ADVANCED,ENRICHED,ACCELERATED SCIENCE"
BYS66D "IN ADVANCED,ENRICHED,ACCELERATED MATH"
BYS67A "ATTEND REMEDIAL MATH AT LEAST ONCE A WK"
BYS67B "ATTEND REGULAR MATH AT LEAST ONCE A WEEK"
BYS67C "ATTEND ALGEBRA AT LEAST ONCE A WEEK"
BYS67AA "ATTEND LABORATORY AT LEAST ONCE A WEEK"
BYS67AB "ATTEND SCIENCE AT LEAST ONCE A WEEK"
BYS67AC "ATTEND BIOLOGY AT LEAST ONCE A WEEK"
BYS67AD "ATTEND EARTH SCIENCE AT LEAST ONCE A WK"
BYS67BA "ATTEND ENGLISH AT LEAST ONCE A WEEK"
BYS67BB "ATTEND REMEDIAL ENG AT LEAST ONCE A WEEK"
BYS67BC "ATTEND HISTORY AT LEAST ONCE A WEEK"
BYS67BD "ATTEND SOCIAL STUDIES AT LEAST ONCE A WK"
BYS67BE "ATTEND FOREIGN LANG AT LEAST ONCE A WEEK"
BYS67BF "ATTEND ART AT LEAST ONCE A WEEK"
BYS67BG "ATTEND MUSIC AT LEAST ONCE A WEEK"
BYS67BH "ATTEND COMPUTER ED AT LEAST ONCE A WEEK"
BYS67CA "ATTEND HOME ECONOMICS AT LEAST ONCE A WK"
BYS67CB "ATTEND SHOP AT LEAST ONCE A WEEK"
BYS67CC "ATTEND TYPING AT LEAST ONCE A WEEK"
BYS67CD "ATTEND CONSUMER ED AT LEAST ONCE A WEEK"
BYS67CE "ATTEND AGRICULTURE AT LEAST ONCE A WEEK"
BYS67DA "ATTEND DRAMA SPEECH AT LEAST ONCE A WEEK"
BYS67DB "ATTEND RELIGIOUS ED AT LEAST ONCE A WEEK"
BYS67DC "ATTEND PHYSICAL ED AT LEAST ONCE A WEEK"
BYS67DD "ATTEND SEX EDUCATION AT LEAST ONCE A WK"
BYS68A "ENROLLED IN CLASSES FOR GIFTED STUDENTS"
BYS68B "ENROLLED IN BILINGUAL EDUCATION"

Academic outcomes

F2TXRSTD "READING STANDARDIZED SCORE"
F2TXMSTD "MATH STANDARDIZED SCORE"
F2TXSSTD "SCIENCE STANDARDIZED SCORE"

F2TXHSTD "HIST/CIT/GEOG STANDARDIZED SCORE"
F2TXCOMP "STANDARDIZD TEST COMPOSITE (READNG,MATH)".

Disadvantage-School level
G8MINOR "PERCENT MINORITY IN SCHOOL"
G8LUNCH "PERCENT FREE LUNCH IN SCHOOL"

Disadvantage-Student level
RACE "COMPOSITE RACE"
HEARIMP "HEARING IMPAIRMENT COMPOSITE"
HANDPAST "PAST HANDICAP PROGRAM RECIPIENT"
BYHANDPR "PARENT-REPORTED HANDICAP PGM RECIPIENT"
BYHANDTR "TEACHER-REPORTED HANDICAP"
BYSES "SOCIO-ECONOMIC STATUS COMPOSITE"
BYPARED "PARENTS' HIGHEST EDUCATION LEVEL"
BYFAMINC "YEARLY FAMILY INCOME"
BYLEP "LIMITED ENGLISH PROFICIENCY COMPOSITE"
BYLM "LANGUAGE MINORITY COMPOSITE"
F2DOSTAT "DROPOUT STATUS"

Rural-urban code
G8URBAN "URBANICITY COMPOSITE"
G10URBAN "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"
G12URBN3 "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"

NHES (1991, Preprimary File)

Delivery of education
ENROLL "C4 CHILD ATTENDING OR ENROLLED IN SCHOOL"
HOMESCHL "C5 HOME SCHOOLING OR TUTORING"
DAYCARE "P3A CHILD NOW ATTENDS DAYCARE CENTER"
DAYCNUM "P3B # OF DAYCARE CENTERS NOW ATTENDING"
DAYCDAY1 "P3C # OF DAYS EA WK CHILD ATTENDS REC# 1"
DAYCHRS1 "P3D HOURS EACH WEEK CHILD ATTENDS REC# 1"
DAYCPRG1 "P3E DAYCARE CENTER - FULL DAY/PAR REC# 1"
DAYCINS1 "P3F DAYCARE CENTER-PRESCHOOL INST REC# 1"
DAYCHEA1 "P3G DAYCARE CENTER-HEAD START PRO REC# 1"
DAYCKID1 "P3H # KIDS IN DAYCARE CENTER GROU REC# 1"
DAYCADL1 "P3I # ADULTS IN DAYCARE CENTER GR REC# 1"
DAYCTAL1 "P3J DAYCARE CENTER-TALK ABOUT STA REC# 1"
DAYCDRO1 "P3K DAYCARE CENTER-DROP IN W/OUT REC# 1"
DAYCCAL1 "P3L DAYCARE CENTER-TEACHER CALLED REC# 1"
DAYCACT1 "P3M DAYCARE CENTER-TALK W/ CHILD, REC# 1"
DAYCEVER "P3N EVER ATTENDED DAYCARE CENTER"

DAYCEVIN "P3O DAYCARE CENTER HAD PRESCHL INSTRUCTN"
DAYCEVHS "P3P DAYCARE CENTER HAD HEAD START PROGRM"
PREKNURS "P4A NOW ATTENDING NURSERY/PREKINDERGARTN"
PREKNUM "P4B # OF PREKINDERGARTENS NOW ATTENDING"
PREKTPE1 "P4TYPE TYPE OF PROGRAM REC# 1"
PREKHS1 "P4HS HEAD START PROGRAM IN SCHOOL REC# 1"
PREKDAY1 "P4C # DAYS EACH WEEK IN PREKINDER REC# 1"
PREKHRS1 "P4D # HOURS EACH WEEK IN PREKINDE REC# 1"
PREKPRG1 "P4E PREKINDERGARTEN-FULL OR PART REC# 1"
PREKINS1 "P4F PREKINDERGARTEN-PRESCHOOL INS REC# 1"
PREKHEA1 "P4G P4F PREKINDERGARTEN-HEAD STAR REC# 1"
PREKKID1 "P4H PREKINDERGARTEN-# KIDS IN GRO REC# 1"
PREKADL1 "P4I PREKINDERGARTEN-# ADULTS IN G REC# 1"
PREKTAL1 "P4J PREKINDERGARTEN TALK ABOUT ST REC# 1"
PREKDRO1 "P4K PREKINDERGARTEN-DROP IN W/OUT REC# 1"
PREKCAL1 "P4L PREKINDERGARTEN-CALLED AB PRO REC# 1"
PREKACT1 "P4M PREKINDERGARTEN-TALK W/CHILD, REC# 1"
PREKEVER "P4N EVER ATTENDED PREKINDERGARTEN"
PREKTYP2 "P4TY2 TYPE OF PROGRAM IN P4TYPE2"
PREKEVIN "P4O PREKINDERGARTEN HAD PRESCHL INSTRCTN"
PREKEVHS "P4P PREKINDERGARTEN WAS HEAD START PRGRM"
PROGDAY1 "P5D # OF DAYS PER WEEK CHILD GOES REC# 1"
PROGHRS1 "P5E # OF HOURS CHILD GOES TO ARRA REC# 1"
AFTRKIND "P14 AFTER KINDERGARTEN CHILD CARE"
WHYFULL "P17 FULL-DAY K NOT AVAILABEL"
WHYPART "P17 PART-DAY K NOT AVAILABLE"
WHYSCHL "P17 SCHOOL WANTED WAS NOT AVAILABLE FOR"
KINDFUL "P9 FULL-DAY K NOT AVAIL"
KINDPART "P9 PART-DAY K NOT AVAILABLE"
KINDSCHL "P9 SCHOOL WANTED WAS NOT AVAILABLE FOR K"

Disadvantage-Children

WEIGH5 "C8 WEIGH MORE THAN 5 1/2 LBS AT BIRTH"
WEIGH3 "C9 WEIGH MORE THAN 3 LBS AT BIRTH"
HANDICAP "C10 CHILD HAVE ANY TYPE OF HANDICAP"
HANDTYPE "C11 CHILD'S HANDICAPPING CONDITION"

Disadvantage-Family

HISPANIC "S5/S10C/S11 HISPANIC ETHNICITY"
RACE "S5/S10B/S11 PERSON'S RACE"
NUMPERS "S17 TOTAL NUMBER OF PEOPLE LIVING IN HH"
HOMETYPE "S19 TYPE OF HOME"
INCOMRNG "S22A TOTAL HOUSEHOLD INCOME - RANGE"
MOTHER "C2A MOTHER LIVES IN HOUSEHOLD WITH CHILD"
FEMGUARD "C2B FEMALE GUARDIAN LIVES W/ CHILD"

FATHER "C2C FATHER LIVES W/CHILD"
MALGUARD "C2D MALE GUARDIAN LIVES W/ CHILD"
PARNMARI "C3 CHILD'S PARENTS' MARITAL STATUS"
MOMAGE "C12 CHILDS MOTHERS/FEMALE GUARD'S AGE"
NEWMOM "C13 AGE WHEN FIRST BECAME MOTHER"
MOMLANG "C14 FIRST LANGUAGE SPOKEN BY MOTHER"
MOMSPEAK "C15 LANGUAGE SPOKEN MOST BY MOTHER"
MOMGRADE "C16 HIGHEST GRADE COMPLETED - MOTHER"
MOMDIPL "C17 MOTHER - HS DIPLOMA BEFORE VOCATION"
DADGRADE "C24 HIGHEST GRADE COMPLETED - FATHER"
DADDIPL "C25 FATHER-HS DIPLOMA BEFORE VOCATION"
DADEMPLD "D: WORK STATUS OF FATHER/STEPF/M GUAR"
DADLABOR "D: FATHER LABOR FORCE PARTICN"
MOMEMPLD "D: WORK STATUS OF MOTHER/STEPM/F GUAR"
MOMLABOR "D: MOTHER/STEPM/FGUAR LABOR FORCE PARTIC"
PARGRADE "D: HIGHEST LEVEL OF PARENTAL EDUCATION"
PARNTCOL "D: PARENTS COLLEGE EDUCATION"
PARNTHS "D: PARENTS HIGH SCHOOL EDUCATION"
RACEETHN "D: RACE-ETHNICITY"
TEENMOM "D: MOM/GUARD: AGE FIRST BECAME MOTHER"

Rural-urban code
URBAN "URBANICITY"

NHES (1991, Primary File)

Delivery of education
ENROLL "C4 CHILD ATTENDING OR ENROLLED IN SCHOOL"
HOMESCHL "C5 HOME SCHOOLING OR TUTORING"
GRADE "C6 GRADE OR YEAR CHILD IS ATTENDING"
EVERKIND "E2 BEFORE 1ST GRADE, EVER ATTEND KIND"
KINDPUBL "E2A - KINDERGARTEN PUBLIC/PRIVATE"
KINDCHRC "E2B - KINDERGARTEN CHURCH RELATED"
KINDMM "E3 MONTH THAT CHILD STARTED KINDERGARTEN"
KINDYY "E3 YEAR THAT CHILD STARTED KINDERGARTEN"
KINDYRS "E4 # YEARS CHILD ATTENDED KINDERGARTEN"
KINDFULL "E5 FULL-OR PART-DAY KINDERGARTEN"
ENROLLED "E6 ENROLLED CHILD IN KIND WHEN OF AGE"
WAITFULL "E7 FULL-DAY K NOT AVAILABLE"
WAITPART "E7 PART-DAY K NOT AVAILABLE"
WAITSCHL "E7 SCHOOL WANTED NOT AVAILABLE"
WAITPROB "E7 CHILD HAS SPECIAL NEEDS OR PROBLEMS"
SCHLPUBL "E17 CURRENT SCHOOL - PUBLIC/PRIVATE"
SCHLCHUR "E17A CURRENT SCHOOL - CHURCH-RELATED"

SCHTYPE "D: CURRENT SCHOOL TYPE"
EDAYCARE "E31 EVER IN DAYCARE CENTER"
EPREK "E32 EVER ATTEND NURSERY SCHOOL/PREKIND"
EPREKINS "E33 ANY ARRANGEMENT-PRESCHOOL INSTRUCTN"
EPREKHS "E34 ANY ARRANGEMENT-HEAD START PROGRAM"

Disadvantage-children

WEIGH5 "C8 WEIGH MORE THAN 5 1/2 LBS AT BIRTH"
WEIGH3 "C9 WEIGH MORE THAN 3 LBS AT BIRTH"
HANDICAP "C10 CHILD HAVE ANY TYPE OF HANDICAP"
HANDTYPE "C11 CHILD'S HANDICAPPING CONDITION"

Disadvantage-the family

HISPANIC "S5/S10C/S11 HISPANIC ETHNICITY"
RACE "S5/S10B/S11 PERSON'S RACE"
NUMPERS "S17 TOTAL NUMBER OF PEOPLE LIVING IN HH"
OWNHOME "S20 OWN HOME"
NCOMRNG "S22A TOTAL HOUSEHOLD INCOME - RANGE"
MOTHER "C2A MOTHER LIVES IN HOUSEHOLD WITH CHILD"
FEMGUARD "C2B FEMALE GUARDIAN LIVES W/ CHILD"
FATHER "C2C FATHER LIVES W/CHILD"
MALGUARD "C2D MALE GUARDIAN LIVES W/ CHILD"
PARNMARI "C3 CHILD'S PARENTS' MARITAL STATUS"
MOMAGE "C12 CHILDS MOTHERS/FEMALE GUARD'S AGE"
NEWMOM "C13 AGE WHEN FIRST BECAME MOTHER"
MOMLANG "C14 FIRST LANGUAGE SPOKEN BY MOTHER"
MOMSPEAK "C15 LANGUAGE SPOKEN MOST BY MOTHER"
MOMGRADE "C16 HIGHEST GRADE COMPLETED - MOTHER"
MOMDIPL "C17 MOTHER - HS DIPLOMA BEFORE VOCATION"
DADGRADE "C24 HIGHEST GRADE COMPLETED - FATHER"
DADDIPL "C25 FATHER-HS DIPLOMA BEFORE VOCATION"
DADEMPLD "D: WORK STATUS OF FATHER/STEPF/M GUAR"
DADLABOR "D: FATHER LABOR FORCE PARTICN"
MOMEMPLD "D: WORK STATUS OF MOTHER/STEPM/F GUAR"
MOMLABOR "D: MOTHER/STEPM/FGUAR LABOR FORCE PARTIC"
PARGRADE "D: HIGHEST LEVEL OF PARENTAL EDUCATION"
PARNTCOL "D: PARENTS COLLEGE EDUCATION"
PARNTHS "D: PARENTS HIGH SCHOOL EDUCATION"
RACEETHN "D: RACE-ETHNICITY"
REPTKIND "D: 2 YRS IN KINDERGARTEN-TYPE PROGRAM"
TEENMOM "D: MOM/GUARD: AGE FIRST BECAME MOTHER"

Rural-urban code

URBAN "URBANICITY"

SASS (1987-88, Public School file)

Delivery of education

SSC062	BILINGUAL EDUCATION OFFERED?
SSC063	TOTAL BILINGUAL STUDENTS
SSC064	ENGLISH AS A SECOND LANGUAGE OFFERED?
SSC065	TOTAL ESL STUDENTS
SSC066	REMEDIAL READING OFFERED?
SSC067	TOTAL REMEDIAL READING STUDENTS
SSC068	REMEDIAL MATHEMATICS OFFERED?
SSC069	TOTAL REMEDIAL MATHEMATICS STUDENTS
SSC070	HANDICAP PROGRAMS OFFERED?
SSC071	TOTAL HANDICAP PROGRAMS STUDENTS
SSC072	GIFTED STUDENT PROGRAMS OFFERED?
SSC073	TOTAL GIFTED STUDENT PROGRAMS STUDENTS
SSC074	VOCATIONAL/TECHNICAL PROGRAMS OFFERED?
SSC075	TOTAL VOCATIONAL/TECHNICAL STUDENTS
SSC076	DIAGNOSTIC SERVICES OFFERED?
SSC077	TOTAL DIAGNOSTIC SERVICES STUDENTS
SSC078	DAY-CARE PROGRAMS OFFERED?
SSC079	TOTAL DAY-CARE PROGRAMS STUDENTS
SSC081	DOES THIS SCHOOL PROVIDE ECIA CH. 1?
SSC083	HOW MANY CHAPTER 1 STUDENTS SERVED?
SSC086	TOTAL RECIPIENTS FREE/REDUCED LUNCH
SSC087	DOES NOT PARTICIPATE IN GOVT LUNCH PROG
SSC088	DOES SCHOOL CHARGE TUITION?
SSC089	DOES SCHOOL MODIFY/DISCOUNT TUITION?
SSC090	HIGHEST TUITION CHARGED FOR FT STUDENTS
SSC094	SPECIAL STUDENT NEEDS
SSC138	% 12TH GR ENROLLED ACADEMIC/COLLEGE PREP

Outcomes

SSC140	12TH GRADE GRADUATES
SSC141	% GRADUATES APPLYING TO 2,4 YR COLLEGES

Disadvantage-school level

PMINENR	% NON-WHITE ENROLLMENT
SSC057	% OF AMERICAN INDIAN /ALASKAN TEACHERS
SSC058	% OF ASIAN OR PACIFIC ISLANDER TEACHERS
SSC059	% OF HISPANIC TCHRS, REGARDLESS OF RACE
SSC060	% OF BLACK (NOT HISPANIC) TEACHERS
SSC061	% OF WHITE (NOT HISPANIC) TEACHERS
SSC080	ANY STUDENTS ELIGIBLE FOR ECIA CH. 1?
SSC082	HOW MANY STUDENTS ARE ELIGIBLE?
SSC084	STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH

SSC085 TOTAL ELIGIBLE FOR FREE/REDUCED LUNCH
SSC071 TOTAL HANDICAP PROGRAMS STUDENTS
SSC073 TOTAL GIFTED STUDENT PROGRAMS STUDENTS

Rural-urban code
SSC018 DESCRIPTION OF COMMUNITY

SASS (1990-91, Public School File)

Delivery of education
ESOLPGM 'ENGLISH AS A SECOND LANGUAGE PROGRAM'
ESOLNUM 'HOW MANY STUD PARTICIPATE IN ENG SECOND LANG PROG'
BILNGPGM 'BILINGUAL EDUCATION PROGRAM'
BILNGNUM 'HOW MANY STUD PARTICIPATE IN BILINGUAL PROGRAM'
READPGM 'REMEDIAL READING PROGRAM'
READNUM 'HOW MANY STUD PARTICIPATE IN REMEDIAL READING PROG'
MATHPGM 'REMEDIAL MATHEMATICS PROGRAM'
MATHNUM 'HOW MANY STUD PARTICIPATE IN REMEDIAL MATH PROG'
SPECLPGM 'PROGRAMS FOR HANDICAPPED STUDENTS'
SPCLNUM 'HOW MANY STUD PARTICIPATE IN HANDICAPPED PROGRAM'
GIFTDPGM 'GIFTED AND TALENTED PROGRAM'
GIFTDNUM 'HOW MANY STUD PARTICIPATE IN THE GIFTED PROGRAM'
DIAGNPGM 'DIAGNOSTIC AND PRESCRIPTIVE SERVICES PROGRAM'
DIAGNNUM 'HOW MANY STUD PARTICIPATE IN THE PRESCRIPTIVE PROG'
AFTERPGM 'EXTENDED DAY OR BEFORE SCHOOL DAY CARE PROGRAM'
AFTERNUM 'HOW MANY STUD PARTICIPATE IN THE EXTENDED DAY PGM'
PKOFFER 'DOES THIS SCHOOL OFFER A PREKINDERGARTEN PROGRAM'
PKNUMDAY 'HOW MANY DAYS PER WEEK IS PREKINDERGARTEN OFFERED'
PKLENDAY 'HOW LONG IS THE SCHOOL DAY FOR PREKINDERGARTEN'
KGOFFER 'DOES THIS SCHOOL OFFER A KINDERGARTEN PROGRAM'
KGNUMDAY 'HOW MANY DAYS PER WEEK IS KINDERGARTEN OFFERED'
KGLENDAY 'HOW LONG IS THE SCHOOL DAY FOR KINDERGARTEN'
OWNLIBRY 'DOES THIS SCHOOL HAVE A LIBRARY/MEDIA CENTER'
LIBRYALL 'DO ALL STUD IN THIS SCHOOL HAVE ACCESS TO THE LIB'
CHPTRONE 'DOES THIS SCHOOL PROVIDE CHAPTER 1 SERVICES'
ONESVPK 'HOW MANY PREKINDERGARTEN STUDENTS ARE SERVED'
ONESVK12 'HOW MANY K-12 STUDENTS ARE SERVED'
ONETEACH 'HOW MANY CHAPTER 1 TEACHERS AND AIDES AT THIS SCH'
LUNCHK12 'HOW MANY K-12 STUDENTS RECEIVE FREE LUNCHES'
NOLUNCH 'HOW MANY STUDENTS RECEIVE FREE LUNCHES'
COLLPREP 'DOES THIS SCHOOL OFFER A COLLEGE PREP PROGRAM'
PREPNUM 'HOW MANY STUD GRADES 10-12 ARE IN COLLEGE PREP PRG'
VOCTECH 'DOES SCH OFFER VOCATIONAL/TECHNICAL PROGRAM'
TECHNUM 'HOW MANY STUD GRADES 10-12 ARE IN VOCTECH PROGRAM'

GENERAL 'DOES SCH OFFER GENERAL PROG FOR NON COLLEGE-BOUND'
GENLNUM 'HOW MANY STUD GRADES 10-12 ARE IN GENERAL PROGRAM'

Outcomes

ENROL12 'LAST SCHOOL YEAR HOW MANY STUS IN 12TH GRADE'
GRADNUM 'HOW MANY STUD GRADUATED FROM 12TH GRADE LAST YEAR'
GRADAPLY 'HOW MANY GRADUATES APPLIED TO 2 OR 4 YEAR COLLEGES'

Disadvantage-students

AMINDSTU 'HOW MANY K-12 STUD ARE AMERICAN INDIAN OR ALASKAN'
ASIANSTU 'HOW MANY K-12 STUD ARE ASIAN OR PACIFIC ISLANDER'
HISPNSTU 'HOW MANY K-12 STUD ARE HISPANIC REGARDLESS OF RACE'
BLACKSTU 'HOW MANY K-12 STUD ARE BLACK NOT HISPANIC ORIGIN'
FREELNCH 'ARE ANY STUDENTS ELIGIBLE FOR FREE LUNCHES'
LUNCHPK 'HOW MANY PREKINDERGARTEN STUS RECEIVE FREE LUNCHES'
PMINENR 'PERCENT MINORITY ENROLLMENT'

Rural urban code

CMSA 'CMSA/PMSA/MSA CODE (LEA)'
LOCALE 'COMMUNITY TYPE OR URBANICITY'
URBANIC '3-LEVEL LOCALE'

Research Issue: Characteristics of effective rural schools

HS&B (Base Year and First Followup School File)

Enrollment/demographic characteristics

SCHREGN 'SCHOOL CENSUS REGION'
SB001A 'LOWEST GRADE AT SCHOOL'
SB001B 'HIGHEST GRADE AT SCHOOL'
SB002A 'TOTAL HIGH SCHOOL MEMBERSHIP'
SB002B 'GRADE 10 MEMBERSHIP'
SB002C 'GRADE 12 MEMBERSHIP'
SB003 'SPECIALIZATION OF SCHOOL IF ANY'
SB004 '1978-1979 NUMBER OF GRADUATES'
SB0091S 'PERCENT OF STUDENTS - AMERICAN INDIAN'
SB0091F 'PERCENT OF FACULTY - AMERICAN INDIAN'
SB0092S 'PERCENT OF STUDENTS - ASIAN'
SB0092F 'PERCENT OF FACULTY - ASIAN'
SB0093S 'PERCENT OF STUDENTS - HISPANIC'
SB0093F 'PERCENT OF FACULTY - HISPANIC'
SB0094S 'PERCENT OF STUDENTS - BLACK'
SB0094F 'PERCENT OF FACULTY - BLACK'
SB0095S 'PERCENT OF STUDENTS - WHITE'
SB0095F 'PERCENT OF FACULTY - WHITE'
SB010 '% STUDENTS: NON-ENGLISH SPEAKING AT HOME'
SB015 '% STUDENTS BUSED IN FOR RACIAL BALANCE'
SB041 '% OF STUDENTS FEMALE'
SB037 '% OF STUDENTS CLASSIFIED DISADVANTAGED'
SB051 'IS COURT DESEGREGATION ORDER IN EFFECT?'
FS1 'TOTAL MEMBERSHIP IN 12TH GRADE'
FS41 '% 12TH GR TRANSFERRED IN IN 11TH,12TH'
FS41A '% TRANSFERS FROM PUBLIC SCHOOLS'

Location from other institutes (isolation)

SB016A 'MILES FROM A COMMUNITY OR JR COLLEGE'
SB016B 'MILES FROM A VOCATIONAL OR BUSINESS SCHL'
SB016C 'MILES FROM A 4-YR COLLEGE OR UNIVERSITY'
SB031 'AREA VOCATIONAL SCHOOL AVAILABLE?'
SB038 'COLLEGES SENDING REPRESENTATIVES'

School operation

SB005 'LENGTH OF SCHOOL YEAR'
SB006 'LENGTH OF CLASS PERIOD'
SB007 'NUMBER OF PERIODS IN A DAY'
SB007A 'NUMBER OF PERIODS A STUDENT HAS CLASS'

School outcomes

SB008 'AVERAGE DAILY ATTENDANCE <PERCENT>'
SB011 '% OF 78-79 CLASS NOW IN REGULAR COLLEGE'
SB012 '% OF 78-79 CLASS NOW IN NON-COLLEGE EDUC'
SB013 '% OF 78-79 CLASS NOW IN MILITARY'
SB014 'PERCENT OF STUDENTS WHO DROP OUT'
FS2 '% OF GRAD CLASS GOING TO COLLEGE'
FS3 '% GRAD CLASS GO TO NON-COLLEGE SEC ED'
FS4 '% GRAD CLASS GOING INTO MILITARY'
FS5 '% OF ^82 GRAD CLASS GRAD EARLY'
FS6A '% OF CLASS OF ^82 SOPH S DROPPED OUT'
FS6B '% OF CLASS OF ^83 SOPH S DROPPED OUT'

Program provisions

SB017AY '% OF 10TH GRADE IN GENERAL PROGRAM'
SB017AE '% OF 12TH GRADE IN GENERAL PROGRAM'
SB017BY '% OF 10TH GRADE IN ACADEMIC PROGRAM'
SB017BE '% OF 12TH GRADE IN ACADEMIC PROGRAM'
SB017C1Y '% OF 10TH GRADE IN AGRICULTURE PROGRAM'
SB017C1E '% OF 12TH GRADE IN AGRICULTURE PROGRAM'
SB017C2Y '% OF 10TH GR IN BUSINESS OCC PROGRAM'
SB017C2E '% OF 12TH GR IN BUSINESS OCC PROGRAM'
SB017C3Y '% OF 10TH GR IN DISTRIBUTIVE EDUCATION'
SB017C3E '% OF 12TH GR IN DISTRIBUTIVE EDUCATION'
SB017C4Y '% OF 10TH GR IN HEALTH OCC PROGRAM'
SB017C4E '% OF 12TH GR IN HEALTH OCC PROGRAM'
SB017C5Y '% OF 10TH GR IN HOME ECONOMICS PROGRAM'
SB017C5E '% OF 12TH GR IN HOME ECONOMICS PROGRAM'
SB017C6Y '% OF 10TH GR IN TRADE OCC PROGRAM'
SB017C6E '% OF 12TH GR IN TRADE OCC PROGRAM'
SB017C7Y '% OF 10TH GR IN TECHNICAL OCC PROGRAM'
SB017C7E '% OF 12TH GR IN TECHNICAL OCC PROGRAM'
SB017DY '% OF 10TH GR IN OTHER PROGRAM'
SB017DE '% OF 12TH GR IN OTHER PROGRAM'
SB025 'REMEDICAL PROGRAM FOR MIN COMP FAILURES'
SB029AD 'COLLEGE BOARD ADVANCED PLACEMENT COURSES'
SB029AE 'STUDENT EXCHANGE PROGRAM'
SB029AF 'ALTERNATIVE SCHOOL PROGRAM'
SB029AG 'PROGRAM FOR PREGNANT GIRLS OR MOTHERS'
SB029AH 'CONTINUATION SCHOOL'
SB029AI 'PROGRAM FOR GIFTED OR TALENTED'
SB029AJ 'BILINGUAL PROGRAM'
SB029BA1 'ENGLISH AS 2ND LANGUAGE TAUGHT 10TH GR'
SB029BA2 'ENGLISH AS 2ND LANGUAGE TAUGHT 11TH GR'
SB029BA3 'ENGLISH AS 2ND LANGUAGE TAUGHT 12TH GR'

SB029BA4 'ENGLISH AS 2ND LANGUAGE NOT OFFERED'
SB029BB1 'MOTHER TONGUE TAUGHT IN 10TH GR'
SB029BB2 'MOTHER TONGUE TAUGHT IN 11TH GR'
SB029BB3 'MOTHER TONGUE TAUGHT IN 12TH GR'
SB029BB4 'MOTHER TONGUE NOT OFFERED'
SB029BC1 'MINORITY CULTURE TAUGHT IN 10TH GR'
SB029BC2 'MINORITY CULTURE TAUGHT IN 11TH GR'
SB029BC3 'MINORITY CULTURE TAUGHT IN 12TH GR'
SB029BC4 'MINORITY CULTURE NOT OFFERED'
FS11 'REMEDIAL PROGRAM FOR TESTING FAILURES'
FS13AC 'WORK EXPER OR OCCUP TRAINING FOR CRED'
FS13AD 'A P COURSES AVAILABLE'
FS13AE 'STUDENT EXCHANGE PROGRAM AVAILABLE'
FS13AF 'ALTERNATIVE SCHOOL PROGRAM AVAILABLE'
FS13AG 'SPECIAL PROGRAM FOR PREGNANT WOMEN'
FS13AH 'CONTINUATION SCHOOL AVAILABLE'
FS13AI 'GIFTED-TALENTED PROGRAM AVAILABLE'
FS13AJ 'BILINGUAL PROGRAM AVAILABLE'
FS13AK 'COLLEGE-LEVEL COURSES AT H S AVAIL'
FS13AL 'COURSES AT COLLEGE AVAILABLE'
FS13AM 'CREDIT BY EXAM AVAILABLE'
FS13AN 'EARLY GRADUATION AVAILABLE'
FS13AO 'EARLY EXIT VIA EXAM OR EQUIV'
FS13AP 'REMEDIAL BASIC SKILLS INSTRUCT AVAIL'
FS13AQ 'COMPUTER COURSES AVAILABLE'
FS13AR 'INSTRUCTIONAL TELEVISION PROGRAM AVAIL'
FS13BA1 'ENG TAUGHT AS 2ND LANG IN 10TH GRADE'
FS13BA2 'ENG TAUGHT AS 2ND LANG IN 11TH GRADE'
FS13BA3 'ENG TAUGHT AS 2ND LANG IN 12TH GRADE'
FS13BA4 'ENG AS 2ND LANG NOT TAUGHT IN 10-12TH'
FS13BB1 'MOTHER TONG TAUGHT AS FIRST LANG IN 10T'
FS13BB2 'MOTHER TONG TAUGHT AS 1ST LANG IN 11TH'
FS13BB3 'MOTHER TONG TAUGHT AS 1ST LANG IN 12TH'
FS13BB4 'MOTHER TONG NOT OFFERED AS 1ST LANG'
FS13BC1 'CULT-HIST TAUGHT TO MINOR IN 10TH'
FS13BC2 'CULT-HIST TAUGHT TO MINOR IN 11TH GR'
FS13BC3 'CULT-HIST TAUGHT FOR LANG MINOR :12TH'
FS13BC4 'CULT-HIST NOT TAUGHT FOR LANG MINORITY'
FS14 '% OF SENIORS IN OUT-OF-SCHOOL PROGRAMS'
FS15 'STUD S MAY TAKE VOC SCHOOL CLASSES'

Federal program participation
SB032A 'UPWARD BOUND PARTICIPATION'
SB032B 'TALENT SEARCH PARTICIPATION'
SB032C1 'ESEA TITLE I <ECON DISADVANTAGES>'

SB032C2 'ESEA TITLE IV-B <LIBRARY>'
SB032C3 'ESEA TITLE IV-C <EDUC INNOVATION>'
SB032C4 'ESEA TITLE IV-D <SUPPLEMENTARY CENTERS>'
SB032C5 'ESEA TITLE VII <BILINGUAL EDUCATION>'
SB032C6 'ESEA TITLE IX <ETHNIC HERITAGE STUDIES>'
SB032D 'INDIAN EDUCATION ACT'
SB032E 'EMERGENCY SCHOOL AID ACT <DESEGRAGATION>'
SB032F 'SCHL ASSIST IN FEDERALLY AFFECTED AREAS'
SB032G 'COMPREHENSIVE EMPLOYMENT & TRAINING ACT'
SB032H1 'VOC ED ACT 63 CONSUMER & HOMEMAKING EDUC'
SB032H2 'VOC ED ACT 63 BASIC PROGRAM'
SB032H3 'VOC ED ACT 63 PERSONS WITH SPECIAL NEEDS'
SB032H4 'VOC ED ACT 63 COOPERATIVE VOCATIONAL ED'
SB032H5 'VOC ED ACT 63 HIGH SCHOOL WORK STUDY'
SB032I 'JUNIOR ROTC'
FS17A 'SCHOOL PARTICIPATE IN UPWARD BOUND'
FS17B 'SCHOOL PARTICIPATE IN TALENT SEARCH'
FS17C1 'SCHOOL PARTICPATE IN TITLE I'
FS17C2 'SCHOOL PARTICIPATE IN TITLE IV-B'
FS17C3 'SCHOOL PARTICIPATE IN TITLE IV-C'
FS17C4 'SCHOOL PARTICIPATE IN TITLE IV-D'
FS17C5 'SCHOOL PARTICIPATE IN TITLE VII'
FS17C6 'SCHOOL PARTICIPATE IN TITLE IX'
FS17D 'SCHOOL PARTICIPATE IN INDIAN ED ACT'
FS17E 'SCHOOL PARTICIPATE IN EMER SCHOOL ACT'
FS17F 'SCHOOL PARTICIPATE IN SCHOOL ASSIST'
FS17G 'SCHOOL PARTICIPATE IN CETA'
FS17H1 'PART IN CONS & HOMEMAKER EDUC'
FS17H2 'PART IN VOC BASIC ED PROGRAMS'
FS17H3 'PART IN VOC ED FOR SPEC NEEDS'
FS17H4 'PART IN COOP VOC ED PROGRAM'
FS17I 'SCHOOL PART IN JUNIOR ROTC'

Work-study program

FS17H5 'PART IN H S VOC ED WORK-STUDY'
FS16 'DOES SCHOOL HAVE WORK-STUDY PROGRAM'
FS16A 'OFF-,ON-CAMPUS OR BOTH IN WORK-STUDY'
FS16B1 'OFF-CAMPUS:LAWN WORK OR ODD JOBS'
FS16B2 'OFF-CAMPUS:RESTAURANTS'
FS16B3 'OFF-CAMPUS:BABY-SITTING OR CHILD-CARE'
FS16B4 'OFF-CAMPUS:FARM OR AGRICULTURAL WORK'
FS16B5 'OFF-CAMPUS:FACTORY WORK'
FS16B6 'OFF-CAMPUS:GAS STAT ,CAR WASH,AUTO REP'
FS16B7 'OFF-CAMPUS:SKILLED TRADE'
FS16B8 'OTHER MANUAL'

FS16B9 'OFF-CAMPUS:STORE CLERK,SALES,CASHIER'
FS16B10 'OFF-CAMPUS:OFFICE OR CLERICAL'
FS16B11 'OFF-CAMPUS:HOSPITAL OR HEALTH'
FS16B12 'OFF-CAMPUS:DELIVERY JOBS <PAPERS,GROC S>'
FS16B13 'OFF-CAMPUS:OTHER'
FS16C1 'ON-CAMPUS:CAFETERIA'
FS16C2 'ON-CAMPUS:ADMINISTRATION'
FS16C3 'ON-CAMPUS:MAINTENANCE'
FS16C4 'ON-CAMPUS:AUDIOVISUAL'
FS16C5 'ON-CAMPUS:TUTORING,TEACH AID, ETC'
FS16C6 'ON-CAMPUS:VOCATIONALLY ORIENTED JOBS'
FS16C7 'ON-CAMPUS:OTHER'

Special education programs

SB033A 'HANDICAPPED CRITERIA USES STANDARD TESTS'
SB033B 'HANDICAPPED CRITERIA FEDERAL GUIDELINES'
SB033C 'HANDICAPPED CRITERIA STATE GUIDELINES'
SB033D 'HANDICAPPED CRITERIA COUNSELOR JUDGEMENT'
SB034 'NUMBER OF HANDICAPPED STUDENTS'
SB035A 'TRAINABLE MENTALLY RETARDED'
SB035B 'MULTIPLE HANDICAPPED'
SB035C 'EDUCABLE MENTALLY RETARDED'
SB035D 'HARD OF HEARING'
SB035E 'DEAF'
SB035F 'DEAF-BLIND'
SB035G 'SPEECH IMPAIRED'
SB035H 'VISUALLY IMPAIRED'
SB035I 'EMOTIONALLY DISTURBED'
SB035J 'ORTHOPEDICALLY IMPAIRED'
SB035K 'OTHER HEALTH IMPAIRED'
SB035L 'SPECIFIC LEARNING DISABILITIES'
SB048D 'REFERRAL TO MENTAL HEALTH CLINIC'
SB048E 'OTHER ARRANGEMENT FOR MENTAL HEALTH PROB'

Course offerings

SB018A 'SECOND YEAR ALGEBRA TAUGHT?'
SB018B 'ART TAUGHT?'
SB018C 'AUTO MECHANICS TAUGHT?'
SB018D 'CALCULUS TAUGHT?'
SB018E 'CHEMISTRY TAUGHT?'
SB018F 'DRAMA TAUGHT?'
SB018G 'DRIVER TRAINING TAUGHT?'
SB018H 'ECONOMICS TAUGHT?'
SB018I 'ETHNIC OR BLACK STUDIES TAUGHT?'
SB018J 'FAMILY LIFE OR SEX EDUCATION TAUGHT?'

SB018K 'GEOMETRY TAUGHT?'
SB018L 'THIRD YEAR SPANISH TAUGHT?'
SB018M 'THIRD YEAR GERMAN TAUGHT?'
SB018N 'THIRD YEAR FRENCH TAUGHT?'
SB018O 'HOME ECONOMICS TAUGHT?'
SB018P 'PHYSICS TAUGHT?'
SB018Q 'PSYCHOLOGY TAUGHT?'
SB018R 'RUSSIAN TAUGHT?'
SB018S 'TRIGONOMETRY TAUGHT?'
SB018T 'WOOD OR MACHINE SHOP TAUGHT?'

Ability grouping

SB019 '10TH GR ENGLISH CLASSES ABILITY-GROUPED'
SB020 '12TH GR ENGLISH CLASSES ABILITY-GROUPED'
SB021 '% OF 10TH GRADE TAKING REMEDIAL READING'
SB022 '% OF 10TH GRADE TAKING REMEDIAL MATH'

FS7 'ABILITY GROUPING IN 12TH GR ENGLISH'
FS7A '# OF LEVELS OF 12TH GR ENG GROUPS'

Tests requirements

SB023 'MINIMUM COMPETENCY TEST REQUIRED TO GRAD'
SB0240 'NO MINIMUM COMPETENCY TEST'
SB0241 'MINIMUM COMPETENCY TEST IN 9TH GRADE'
SB0242 'MINIMUM COMPETENCY TEST IN 10TH GRADE'
SB0243 'MINIMUM COMPETENCY TEST IN 11TH GRADE'
SB0244 'MINIMUM COMPETENCY TEST IN 12TH GRADE'
SB0245 'MINIMUM COMPETENCY TEST AT DIFFERING GR'
SB026 'YEAR OF FIRST MIN COMP REQUIREMENT'
SB058 'TYPE OF GRADING SYSTEM'
SB058A 'LOWEST PASSING GRADE'
FS9 'MINI COMP TEST REQUIRED FOR GRADUATION'
FS10A 'DOES SCHOOL HAVE PROFICIENCY EXAMS'
FS10B 'PROF TESTING IN GRADE 9'
FS10C 'PROF TESTING IN GRADE 10'
FS10D 'PROF TESTING IN GRADE 11'
FS10E 'PROF TESTING IN GRADE 12'
FS10F 'PROF TESTING IN DIF GRD S & DIF STD S'
FS12 'WHEN TEST FIRST REQUIRED'
FS39 'ENTRANCE EXAMS OR ACAD REQUIRE'
FS39AA 'ENTRANCE REQUIRE:FIRST'
FS39AB 'ENTRANCE REQUIRE:SECOND'
FS39BA 'OTHER TYPES OF REQUIREMENTS:FIRST'
FS39BB 'OTHER TYPES OF REQUIREMENTS:SECOND'
FS40A 'COLL PREP REQUIRE:MATH COURSES'

FS40B 'COLL PREP REQUIRE:SCIENCE COURSES'
FS40C 'COLL PREP REQUIRE:LANG REQUIRE'
FS40D 'COLL PREP REQUIRE:ENGLISH'

School facilities

SB027A 'INDOOR LOUNGE FOR STUDENTS'
SB027B 'CAREER INFORMATION CENTER'
SB027C 'OCCUPATIONAL TRAINING CENTER'
SB027D 'MEDIA PRODUCTION FACILITIES'
SB027E 'REMEDIAL READING OR MATH LABORATORY'
SB027F 'SUBJECT AREA RESOURCES CENTR <NOT LIBR>'
SB027G 'DEPARTMENTAL OFFICES'
SB027H 'TEACHING RESOURCES CENTER FOR TEACHERS'
SB027I 'CHILD OR NURSERY CARE FACILITY'
SB027J 'STUDENT CAFETERIA'
SB028 'NUMBER OF VOLUMES IN SCHOOL LIBRARY'

Staffing

SB039A 'ASSISTANT PRINCIPALS AND DEANS'
SB039B 'COUNSELORS'
SB039C 'CLASSROOM TEACHERS'
SB039D 'CURRICULUM SPECIALISTS'
SB039E 'REMEDIAL SPECIALISTS'
SB039F 'LIBRARIANS & MEDIA SPECIALISTS'
SB039G 'PSYCHOLOGISTS'
SB039H 'TEACHING AIDES'
SB039I 'STUDENT TEACHERS'
SB039J 'VOLUNTEERS'
SB039K 'CONTRIBUTED SERVICES'
SB039L 'SECURITY GUARDS'
SB040 '% OF PROFESSIONAL STAFF FEMALE'
SB042 '% OF TEACHERS WITH MA OR PHD'
SB043 '% TEACHERS LEFT NOT DEATH OR RETIREMENT'
SB044 '% TEACHERS ABSENT ON AVERAGE DAY'
SB045 '% OF TEACHERS AT SCHOOL 10 YRS OR MORE'
SB046 '% OF TEAERS LIVING WITHIN 5 MILES'
SB047 'FIRST SALARY STEP BACHELORS DEGREE'
SB048A 'FULL-TIME PSYCHOLOGIST OR PSYCHIATRIST'
SB048B 'PART-TIME PSYCHOLOGIST OF PSYCHIATRIST'
SB048C 'PSYCHOLOGICALLY TRAINED COUNSELOR'
SB064 'SELECTION OF PRINCIPAL OF HIGH SCHOOL'
SB065 'OTHER RELIGIOUS DENOMINATIONS ACCEPTED?'

Teachers union

SB049A 'AMERICAN FEDERATION OF TEACHERS'

SB049B 'NATIONAL EDUCATION ASSOCIATION'
SB049C 'OTHER UNION REPRESENTS TEACHERS'
SB049D 'NO UNION REPRESENTS TEACHERS'
SB057 'HAVE TEACHERS STRIKED IN LAST 4 YEARS?'
SB057A 'DURATION OF LAST STRIKE <DAYS>'

School finance

SB050A 'YR OF LAST VOTE ON BOND OR TAX INCREASE'
SB050B 'DID BOND ISSUE OR TAX INCREASE PASS?'
SB052 'SEPARATE SCHOOL TAXATION DISTRICT'
SB053A 'DISTRICT AVERAGE PER PUPIL EXPENDITURE'
SB053B 'HIGH SCHOOL PER PUPIL EXPENDITURE'
SB060A '% OF FUNDS FROM TUITION'
SB060B '% OF FUNDS FROM FUND RAISING'
SB060C1 '% OF FUNDS FROM RELIGIOUS SUBSIDY'
SB060C2 '% OF FUNDS FROM FOUNDATION SUBSIDIES'
SB060D '% OF FUNDS FROM ENDOWMENT'
SB060E '% OF FUNDS FROM FEDERAL OR STATE FUNDS'
SB060F '% OF FUNDS FROM OTHER SOURCE'
SB061 'ANNUAL TUITION'
SB062 '% OF STUDENTS WITH SCHOLARSHIPS'
SB063 'LEGAL OWNERSHIP OF HIGH SCHOOL'
FS18A 'WHEN LAST BOND VOTED ON IN DISTRICT'
FS18B 'DID LAST BOND IN DISTRICT PASS'
FS19A 'AVE TOT PER-PUPIL EXPENDITURE'
FS19B 'AVE TOT PER-PUPIL EXPEND IN YOUR HS'

Administrative policies

SB054A 'SCHOOL GROUNDS CLOSED AT LUNCH'
SB054B 'STUDENTS RESPONSIBLE FOR PROPERTY DAMAGE'
SB054C 'HALL PASSES REQUIRED'
SB054D 'NO SMOKING RULES'
SB054E 'RULES ABOUT STUDENT DRESS'
SB055 'ASSIGNMENT OF STUDENTS TO THIS SCHOOL'
FS20 'SCHOOL ABSENCE RECOGNITION TIME LAG'
FS21 'TIME LAG RECOG OF AWOL STUDENT'
FS23 'HAVE IN-SCHOOL SUSPENSION'
FS23A 'SUSPENSION:DISCIPLINE, ACAD, BOTH'
FS24 'STUDENTS PUT ON PROBATION'
FS24A 'PROBATION:DISCIPLINE, ACAD , BOTH'
FS26A 'RULES:GROUNDS CLOSED AT LUNCH'
FS26B 'RULES:STUDENTS RESPONS FOR PROPERTY'
FS26C 'RULES:HALL PASSES REQUIRED'
FS26D 'RULES:NO SMOKING'
FS26E 'RULES:STUDENT DRESS'

FS26F 'RULES:SECRET SOCIETIES FORBIDDEN'
FS26G 'RULES:DISPLAYS OF AFFECTION'
FS26H 'RULES:MATERIALS BROUGHT TO CLASS'
FS26I 'RULES:LEAVING CAMPUS AT LUNCH'
FS31A 'DISCIPLINARY AUTHORITY:FIRST'
FS31B 'DISCIPLINARY AUTHORITY:SECOND'
FS32 'ADMN HAVE HOW MUCH DISC DISCRETION'
FS33A 'HOW ARE RULES MADE KNOWN:FIRST'
FS33B 'HOW ARE RULES MADE KNOWN:SECOND'
FS34M 'WHEN RULES LAST REVISED:MONTH'
FS34Y 'WHEN RULES LAST REVISED:YEAR'
FS35 'ENROLLMENT PRACTICES'

School problems
SB056A 'STUDENT ABSENTEEISM'
SB056B 'STUDENTS CUTTING CLASS'
SB056C 'PARENTS LACK INTEREST IN STUD PROGRESS'
SB056D 'PARENTS LACK INTEREST IN SCHOOL MATTERS'
SB056E 'TEACHER ABSENTEEISM'
SB056F 'TEACHERS LACK COMMITMENT OR MOTIVATION'
SB056G 'PHYSICAL CONFLICTS AMONG STUDENTS'
SB056H 'CONFLICTS BETWEEN STUDENTS AND TEACHERS'
SB056I 'ROBBERY OR THEFT'
SB056J 'VANDALISM OF SCHOOL PROPERTY'
SB056K 'STUDENT USE OF DRUGS OR ALCOHOL'
SB056L 'RAPE OR ATTEMPTED RAPE'
SB056M 'STUDENT POSSESSION OF WEAPONS'
SB056N 'VERBAL ABUSE OF TEACHERS'
FS22 '% OF 12TH GR SUSPENDED'
FS24BA '% 12TH GR PROBATION:DISCIPLINE'
FS24BB '% 12TH GR PROBATION:ACADEMIC'
FS25BA '% 12TH GR PARENTS CONTACTED:DISC'
FS25BB '% 12TH GR PARENTS CONTACTED:ACAD'
FS23BA '% 12TH GR SUSPENDED:DISCIPLINE'
FS23BB '% 12TH GR SUSPENDED:ACADEMIC'
FS27 'HOW MANY STUDENTS REFERRED TO ADMIN'
FS28 '% OF REFERRED DISCIPLINED'
FS29 '% OF TEACHERS STRICT WITH DISCIPLINE'
FS30 '% OF TEACHERS PERMISSIVE W DISCPLINE'
FS36A 'PROBLEM:STUDENT ABSENTEEISM'
FS36B 'PROBLEM:CLASS CUTTING'
FS36C 'PROBLEM:PARENT^S INTEREST IN PROGRESS'
FS36D 'PROBLEM:PARENT^S INTEREST IN SCHOOL'
FS36E 'PROBLEM:TEACHER ABSETEEISM'
FS36F 'PROBLEM:TEACHER^S LACK OF MOTIV'

FS36G 'PROBLEM:ROBBERY OR THEFT'
FS36H 'PROBLEM:VANDALISM'
FS36I 'PROBLEM:DRUGS & ALCOHOL'
FS36J 'PROBLEM:RAPE OR ATTEMPTED RAPE'
FS36K 'PROBLEM:WEAPONS'
FS36L 'PROBLEM:VERBAL ABUSE OF TEACHERS'
FS37A 'VERB CONFRONT:AMONG STUDENTS'
FS37B 'VERB CONFRONT:AMONG TEACHERS'
FS37C 'VERB CONFRONT:TEACHERS-STUDENTS'
FS37D 'VERB CONFRONT:TEACHERS-ADMIN'
FS37E 'VERB CONFRONT:TEACHERS-PARENTS'
FS37F 'VERB CONFRONT:ADMIN-PARENTS'
FS37G 'VERB CONFRONT:SCHOOL-CENTRAL OFF'

Education goals
FS42A 'H S ^ GOALS:AID SOCIAL DEVELOPMENT'
FS42B 'H S ^ GOALS:CITIZENSHIP'
FS42C 'H S ^ GOALS:TEACH BASIC SKILLS'
FS42D 'H S ^ GOALS:REALISTIC POST-GRAD PLANS'
FS42E 'H S ^ GOALS:CRITICAL THINKING'
FS42F 'H S ^ GOALS:INFORMED CONSUMERS'
FS42G 'H S ^ GOALS:SEC ED PREP'
FS42H 'H S ^ GOALS:SELF-UNDERSTANDING'
FS42I 'H S ^ GOALS:VOC TRAINING IN-SCHOOL'
FS42J 'H S ^ GOALS:VOC TRAINING OUT-SCHOOL'
FS42K 'H S ^ GOALS:BROAD GEN EDUCATION'
FS42L 'H S ^ GOALS:COMPUTER PROFICIENCY'

Rural-urban code
SCHURB 'SCHOOL URBANIZATION CODE'

NELS:88 (Base Year, First, and Second Files)[1]

School characterisitics-school level
G8TYPE "GRADE SPAN OF SCHOOL"
G8CTRL "SCHOOL CONTROL COMPOSITE"
BYSCENRL "TOTAL SCHOOL ENROLLMENT COMPOSITE"
G8ENROL "8TH GRADE ENROLLMENT COMPOSITE"
G8URBAN "URBANICITY COMPOSITE"
G8REGON "COMPOSITE GEOGRAPHIC REGION OF SCHOOL"
G8MINOR "PERCENT MINORITY IN SCHOOL"
G8LUNCH "PERCENT FREE LUNCH IN SCHOOL"
G10CTRL2 "SCHOOL CLASSIFICATION"
G10URBAN "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"
F1SCENRL "ENTIRE SCHOOL ENROLLMENT"

G10ENROL "TENTH GRADE ENROLLMENT"

School climate

BYS57B "SOMEONE OFFERED TO SELL R DRUGS AT SCHL"
BYS57C "SOMEONE THREATENED TO HURT R AT SCHOOL"
BYS58A "STUDENT TARDINESS A PROBLEM AT SCHOOL"
BYS58B "STUDENT ABSENTEEISM A PROBLEM AT SCHOOL"
BYS58C "STUDENTS CUTTING CLASS A PROBLEM AT SCHL"
BYS58D "PHYSICAL CONFLICTS AMONG STUD A PROBLEM"
BYS58E "ROBBERY OR THEFT A PROBLEM AT SCHOOL"
BYS58F "VANDALISM OF SCHOOL PROPERTY A PROBLEM"
BYS58G "STUDENT USE OF ALCOHOL A PROBLEM AT SCHL"
BYS58H "STUDENT USE OF ILLEGAL DRUGS A PROBLEM"
BYS58I "STUDENT POSSESSION OF WEAPONS A PROBLEM"
BYS58J "PHYSICAL ABUSE OF TEACHERS A PROBLEM"
BYS58K "VERBAL ABUSE OF TEACHERS A PROBLEM"
BYS59A "STUDENTS GET ALONG WELL WITH TEACHERS"
BYS59B "THERE IS REAL SCHOOL SPIRIT"
BYS59C "RULES FOR BEHAVIOR ARE STRICT"
BYS59D "DISCIPLINE IS FAIR"
BYS59E "OTHER STUDENTS OFTEN DISRUPT CLASS"
BYS59F "THE TEACHING IS GOOD"
BYS59G "TEACHERS ARE INTERESTED IN STUDENTS"
BYS59H "TEACHERS PRAISE MY EFFORT"
BYS59I "IN CLASS I FEEL PUT DOWN BY MY TEACHERS"
BYS59J "MOST OF MY TEACHERS LISTEN TO WHAT I SAY"
BYS59K "I DON'T FEEL SAFE AT THIS SCHOOL"
BYS59L "STUDENT DISRUPTIONS INHIBIT LEARNING"
BYS59M "MISBEHAVING STUDS OFTEN GET AWAY WITH IT"
BYS61 "TALK TO TCHR&CNSLR ABOUT TAKING ALGEBRA"
BYS64 "ASKED BY PRINCIPAL IF WNTD TO TAKE ALGBR"
F1S7A "STUDENTS GET ALONG WELL WITH TEACHERS"
F1S7B "THERE IS REAL SCHOOL SPIRIT"
F1S7C "RULES FOR BEHAVIOR ARE STRICT AT SCHOOL"
F1S7D "DISCIPLINE IS FAIR AT SCHOOL"
F1S7E "STUDNTS FRIENDLY WITH OTHR RACIAL GROUPS"
F1S7F "OTHER STUDENTS OFTEN DISRUPT CLASS"
F1S7G "THE TEACHING IS GOOD AT SCHOOL"
F1S7H "TEACHERS ARE INTERESTED IN STUDENTS"
F1S7I "WHEN R WORKS HARD TEACHERS PRAISE EFFORT"
F1S7J "IN CLASS OFTEN FEEL PUT DOWN BY TEACHERS"
F1S7K "OFTEN FEEL PUT DOWN BY STUDENTS IN CLASS"
F1S7L "MOST TEACHERS LISTEN TO R"
F1S7M "R DOESN'T FEEL SAFE AT THIS SCHOOL"
F1S7N "DISRUPTIONS IMPEDE R'S LEARNING"

F1S7O "MISBEHAVING STDNS OFTEN GET AWAY WITH IT"
F2S7A "THERE IS REAL SCHOOL SPIRIT"
F2S7B "STUDENTS FRIENDLY WITH OTHER RACIAL GROUPS"
F2S7C "THE TEACHING IS GOOD AT SCHOOL"
F2S7D "TEACHERS ARE INTERESTED IN STUDENTS"
F2S7E "R DOESN'T FEEL SAFE AT THIS SCHOOL"
F2S7F "DISRUPTIONS IMPEDE R'S LEARNING"
F2S7G "FIGHTS OCCUR BTWN RACIAL ETHNIC GROUPS"
F2S7H "THERE ARE MANY GANGS IN SCHOOL"
F2S7I "STUDENTS ARE GRADED FAIRLY IN SCHOOL"
F2S7J "THERE IS CHEATING IN SCHOOL"
F2S7K "SOME TEACHERS IGNORE CHEATING"
F2S7L "DISCIPLINE IS FAIR IN SCHOOL"
F2S8A "HAD SOMETHING STOLEN AT SCHOOL"
F2S8B "SOMEONE OFFERED TO SELL R DRUGS AT SCHL"
F2S8C "SOMEONE OFFERD SELL R DRUGS TO AND FROM SCHL"
F2S8D "SOMEONE THREATENED TO HURT R AT SCHOOL"
F2S8E "SOMEONE THREAT TO HURT R TO AND FROM SCHL"
F2S8F "GOT INTO A PHYSICAL FIGHT AT SCHOOL"
F2S8G "GOT INTO PHYSICAL FIGHT TO AND FROM SCHOOL"

Outcomes

F1TXRSTD "READING STANDARDIZED SCORE"
F1TXMSTD "MATH STANDARDIZED SCORE"
F1TXSSTD "SCIENCE STANDARDIZED SCORE"
F1TXHSTD "HIST,CITIZ,GEOG STANDARDIZED SCORE"
F1TXCOMP "STANDARDIZD TEST COMPOSITE (READNG,MATH)".
F2TXRSTD "READING STANDARDIZED SCORE"
F2TXMSTD "MATH STANDARDIZED SCORE"
F2TXSSTD "SCIENCE STANDARDIZED SCORE"
F2TXHSTD "HIST,CITIZ,GEOG STANDARDIZED SCORE"
F2TXCOMP "STANDARDIZD TEST COMPOSITE (READNG,MATH)".

Rural-urban code

G12URBN3 "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"
G12REGON "REGION (CENSUS) OF STUDENT'S SCHOOL"
G12STATE "LOCATION OF STUDENT'S SCHOOL (STATE)"

SASS (1987-88, Public School File)

School demographic characteristics

SSC011 ENROLLMENT ON OCT. 1, 1987
SSC012 ENROLLMENT ON OCT. 1, 1986
SSC013 LEVEL OF SCHOOL
SSC014 SCHOOL DESCRIPTION

SSC015	IS THIS SCHOOL COEDUCATIONAL
SSC016	PERCENTAGE OF MALE STUDENTS
SSC057	% OF AMERICAN INDIAN OR ALASKAN TEACHERS
SSC058	% OF ASIAN OR PACIFIC ISLANDER TEACHERS
SSC059	% OF HISPANIC TCHRS, REGARDLESS OF RACE
SSC060	% OF BLACK (NOT HISPANIC) TEACHERS
SSC061	% OF WHITE (NOT HISPANIC) TEACHERS
REGION	CENSUS REGION

School operation/programs

SSC048	# OF DAYS IN FOR HIGHEST GRADE
SSC049	LENGTH OF DAY FOR HIGHEST GRADE (HRS.)
SSC050	LENGTH OF DAY FOR HIGHEST GRADE (MIN.)
SSC142	SELF-CONTAINED CLASSES
SSC143	TEAM TEACHING
SSC144	DEPARTMENTALIZED SITUATION
SSC145	SELF-CONTAINED
SSC146	TEAM TEACHING
SSC147	DEPARTMENTALIZED SITUATION

Staffing

SSC148	ASSIGNED FULL-TIME TEACHERS
SSC149	PERSONNEL DO SOME PART-TIME TEACHING
SSC150	TOTAL TEACHERS REGULARLY EMPLOYED
SSC151	% TEACHERS WITH LESS THAN 3 YEARS EXP
SSC152	% TEACHERS WITH 3-9 YEARS EXP
SSC153	% TEACHERS WITH 10-20 YEARS EXP
SSC154	% TEACHERS WITH MORE THAN 20 YEARS EXP
SSC155	TCHRS HAVING BEYOND BACHELORS DEGREE
SSC156	TOTAL FTE PRINCIPALS/ASST. PRINCIPALS
SSC157	TOTAL FTE TEACHERS
SSC158	TCHRS PAID BY SCHOOL/SUPPORTORS
SSC159	TCHRS PAID BY PUBLIC AGENCIES
SSC160	TOTAL FTE GUIDANCE COUNSELORS
SSC161	TOTAL FTE LIBRARIANS AND OTHER
SSC162	TOTAL FTE OTHER PROFESSIONAL STAFF
SSC163	TOTAL FTE PAID BY PRIVATE SCHOOL
SSC164	TOTAL FTE PAID BY PUBLIC AGENCIES
SSC165	TOTAL FTE TEACHER AIDES
SSC166	TOTAL FTE OTHER NONINSTRUCTIONAL STAFF
SSC167	UNPAID VOLUNTEERS PROVIDE SERVICE
SSC168	UNPAID VOLUNTEERS EXPECTED
SSC173	ADDITIONS OCT 1,1986- OCT 1,1987

School performance

SSC051	PERCENTAGE OF STUDENTS NOT IN ATTENDANCE
SSC135	% STUDENTS ENROLLED AT BEGIN/YR & END/YR
SSC138	% 12TH GR ENROLLED ACADEMIC/COLLEGE PREP
SSC140	% 12TH GRADE GRADUATES
SSC141	% GRADUATES APPLYING TO 2,4 YR COLLEGES

Rural-urban code:

SSC018	DESCRIPTION OF COMMUNITY

SASS (1990-91, Public School File)

School demographic characteristics

THISYEAR 'HOW MANY STUDENTS ENROLLED IN GRADES K-12'
LASTYEAR 'ON OR ABOUT OCTOBER 1 OF LAST SCHOOL YEAR'
SCHLEVEL 'WHAT IS THE LEVEL OF THIS SCHOOL'
PGMTYPE 'WHAT TYPE OF SCHOOL IS THIS'
PCTMALE 'WHAT PERCENT OF K-12 STUDENTS ENROLLED ARE MALE'
AMINDSTU 'HOW MANY K-12 STUD ARE AMERICAN INDIAN OR ALASKAN'
ASIANSTU 'HOW MANY K-12 STUD ARE ASIAN OR PACIFIC ISLANDER'
HISPNSTU 'HOW MANY K-12 STUD ARE HISPANIC REGARDLESS OF RACE'
BLACKSTU 'HOW MANY K-12 STUD ARE BLACK NOT HISPANIC ORIGIN'
WHITESTU 'HOW MANY K-12 STUD ARE WHITE NOT HISPANIC ORIGIN'
ESOLNUM 'HOW MANY STUD PARTICIPATE IN ENG SECOND LANG PROG'
BILNGNUM 'HOW MANY STUD PARTICIPATE IN BILINGUAL PROGRAM'
SPCLNUM 'HOW MANY STUD PARTICIPATE IN HANDICAPPED PROGRAM'
GIFTDNUM 'HOW MANY STUD PARTICIPATE IN THE GIFTED PROGRAM'
FREELNCH 'ARE ANY STUDENTS ELIGIBLE FOR FREE LUNCHES'
LUNCHPK 'HOW MANY PREKINDERGARTEN STUS RECEIVE FREE LUNCHES'
LUNCHK12 'HOW MANY K-12 STUDENTS RECEIVE FREE LUNCHES'
NOLUNCH 'HOW MANY STUDENTS RECEIVE FREE LUNCHES'
PMINENR 'PERCENT MINORITY ENROLLMENT'
PMINTCH 'PERCENT MINORITY TEACHERS'
SOURCE 'SOURCE OF SCHOOL'

School operation

NUMDAYS 'HOW MANY SCHOOL DAYS IN THE SCHOOL YEAR'
NUMHOURS 'HOW LONG IS THE SCHOOL DAY IN HOURS'
NUMMNTE 'HOW LONG IS THE SCHOOL DAY IN MINUTES'
EVALTCH 'IS THERE A FORMAL TEACHER EVALUATION PROGRAM HERE'
MENTOR 'IS THERE A FORMAL PRG TO HELP BEGINNING TEACHERS'

Staffing

ONETEACH 'HOW MANY CHAPTER 1 TEACHERS AND AIDES AT THIS SCH'
FULTEACH 'HOW MANY K-12 FULL-TIME TEACHING POSITIONS'

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PARTEACH 'HOW MANY K-12 PART-TIME TEACHING POSITIONS'
TOTTEACH 'WHAT IS THE TOTAL NUMBER OF K-12 TEACHERS'
AMINDTCH 'HOW MANY TCHRS ARE AMERICAN INDIAN OR ALASKAN NAT'
ASIANTCH 'HOW MANY TCHRS ARE ASIAN OR PACIFIC ISLANDER'
HISPNTCH 'HOW MANY TCHRS ARE HISPANIC, REGARDLESS OF RACE'
BLACKTCH 'HOW MANY TCHRS ARE BLACK, NOT OF HISPANIC ORIGIN'
WHITETCH 'HOW MANY TCHRS ARE WHITE, NOT OF HISPANIC ORIGIN'
ABSNTCH 'HOW MANY TCHRS WERE ABSENT MOST RECENT SCHOOL DAY'
AFTERBAC 'HOW MANY TCHRS HAVE A DEGREE BEYOND BACHELOR^S'
LESS3EXP 'HOW MANY TCHRS HAVE TAUGHT FOR LESS THAN 3 YEARS'
LESS10EX 'HOW MANY TCHRS HAVE TAUGHT FOR 3-9 YEARS'
LESS21EX 'HOW MANY TCHRS HAVE TAUGHT FOR 10-20 YEARS'
MOREXP21 'HOW MANY TCHRS HAVE TAUGHT FOR MORE THAN 20 YEARS'
NEWTEACH 'HOW MANY TCHRS ARE NEW TO THIS SCH THIS YEAR'
ELEMNEW 'HOW MANY NEW TCHRS ASSIGNED TO GENERAL ELEMENTARY'
SPCLNEW 'HOW MANY NEW TCHRS ASSIGNED TO SPECIAL EDUCATION'
ENGLNEW 'HOW MANY NEW TCHRS ASSIGNED TO ENGLISH'
MATHNEW 'HOW MANY NEW TCHRS ASSIGNED TO MATHEMATICS'
PHYSNEW 'HOW MANY NEW TCHRS ASSIGNED TO PHYSICAL SCIENCE'
BIOSNEW 'HOW MANY NEW TCHRS ASSIGNED TO BIOLOGY OR LIFE SCI'
ESOLNEW 'HOW MANY NEW TCHRS ASSIGNED TO ENGLISH AS 2ND LANG'
BLNGNEW 'HOW MANY NEW TCHRS ASSIGNED TO BILINGUAL EDUCATION'
LANGNEW 'HOW MANY NEW TCHRS ASSIGNED TO FOREIGN LANGUAGE'
TECHNEW 'HOW MANY NEW TCHRS ASSIGNED TO VOCTECH'
OTHERNEW 'HOW MANY NEW TCHRS ASSIGNED TO OTHER'
LFTTOTAL 'HOW MANY TCHRS LEFT BTWN OCT 1 THIS YEAR AND LAST'
LFTTEACH 'HOW MANY ARE NO LONGER TEACHING, RETIRED OR DIED'
LFTUNK 'HOW MANY ARE NO LONGER TEACHING IN ELEM OR SECOND'
LFTGENL 'HOW MANY LEFT TCHRS ASSIGNED TO GENERAL ELEMENTARY'
LFTSPECL 'HOW MANY LEFT TCHRS ASSIGNED TO SPECIAL EDUCATION'
LFTENGL 'HOW MANY LEFT TCHRS ASSIGNED TO ENGLISH'
LFTMATH 'HOW MANY LEFT TCHRS ASSIGNED TO MATHEMATICS'
LFTPHYS 'HOW MANY LEFT TCHRS ASSIGNED TO PHYSICAL SCIENCE'
LFTBIO 'HOW MANY LEFT TCHRS ASSIGNED TO BIO OR LIFE SCI'
LFTESOL 'HOW MANY LEFT TCHRS ASSIGNED TO ENGLISH AS 2ND LNG'
LFTBILNG 'HOW MANY LEFT TCHRS ASSIGNED TO BILINGUAL ED'
LFTLANG 'HOW MANY LEFT TCHRS ASSIGNED TO FOREIGN LANGUAGE'
LFTVOTEC 'HOW MANY LEFT TCHRS ASSIGNED TO VOTECH'
LFTOTHER 'HOW MANY LEFT TCHRS ASSIGNED TO OTHER'
FTHEADS 'HOW MANY EMPS ARE FULL TIME PRINCIPALS'
PTHEADS 'HOW MANY EMPS ARE PART TIME PRINCIPALS'
FTASSIST 'HOW MANY EMPS ARE FULL TIME ASSISTANT PRINCIPALS'
PTASSIST 'HOW MANY EMPS ARE PART TIME ASSISTANT PRINCIPALS'
FTGUIDES 'HOW MANY EMPS ARE FULL TIME GUIDANCE COUNSELORS'
PTGUIDES 'HOW MANY EMPS ARE PART TIME GUIDANCE COUNSELORS'
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FTVTCOUN 'HOW MANY EMPS ARE FULL TIME VOCATIONAL COUNSELORS'
PTVTCOUN 'HOW MANY EMPS ARE PART TIME VOCATIONAL COUNSELORS'
FTLIBRNS 'HOW MANY EMPS ARE FULL TIME LIBRARIANS'
PTLIBRNS 'HOW MANY EMPS ARE PART TIME LIBRARIANS'
FTPROSTF 'HOW MANY EMPS ARE FULL TIME PROFESSIONAL STAFF'
PTPROSTF 'HOW MANY EMPS ARE PART TIME PROFESSIONAL STAFF'
FTAIDES 'HOW MANY EMPS ARE FULL TIME TEACHERS AIDES'
PTAIDES 'HOW MANY EMPS ARE PART TIME TEACHERS AIDES'
FTMEDIA 'HOW MANY EMPS ARE FULL TIME LIB OR MEDIA AIDES'
PTMEDIA 'HOW MANY EMPS ARE PART TIME LIB OR MEDIA AIDES'
FTALLOTH 'HOW MANY EMPS ARE FULL TIME NONINSTRUCTIONAL STAFF'
PTALLOTH 'HOW MANY EMPS ARE PART TIME NONINSTRUCTIONAL STAFF'
VOLNTSVC 'DO YOU HAVE ANY VOLUNTEERS?'
VOLNTNUM 'HOW MANY UNPAID VOLS PROVIDE SERVICE CONTINUOUSLY'
VACNCY 'WERE THERE TEACHING VACANCIES FOR THIS SCHOOL YEAR'
UNFILLED 'WERE THERE TEACHING VACANCIES THAT WERE NOT FILLED'
CANCEL 'CANCELED PLANNED COURSE OFFERINGS'
EXPANDSZ 'EXPANDED SOME CLASS SIZES'
ADDSCTN 'ADDED SECTIONS TO OTHER TCHRS NORMAL TEACHING LOAD'
REASSIGN 'ASSIGNED TCHR OF ANOTHER SUBJ OR LVL TO TCH CLASS'
SUBTEACH 'USED LONG-TERM AND/OR SHORT-TEAM SUBSTITUTES'
PRTEACH 'USED PART-TIME OR ITINERANT TEACHERS'
LESSQUAL 'HIRED A LESS QUALIFIED TEACHER'
GENLVAC 'HOW DIFF TO FILL VACANCIES IN GEN ELEMENTARY'
SPECLVAC 'HOW DIFF TO FILL VACANCIES IN SPECIAL EDUCATION'
ENGLVAC 'HOW DIFF TO FILL VACANCIES IN ENGLISH'
MATHVAC 'HOW DIFF TO FILL VACANCIES IN MATHEMATICS'
PHYSVAC 'HOW DIFF TO FILL VACANCIES IN PHYSICAL SCIENCE'
BIOSVAC 'HOW DIFF TO FILL VACANCIES IN BIOLOGY/LIFE SCIENCE'
ESOLVAC 'HOW DIFF TO FILL VACANCIES IN ENGLISH AS 2ND LANG'
FORGNVAC 'HOW DIFF TO FILL VACANCIES IN FOREIGN LANGUAGE'
VOTECVAC 'HOW DIFF TO FILL VACANCIES IN VOTECH'

School performance

ABSNTST 'HOW MANY K-12 WERE ABSENT THE MOST RECENT SCH DAY'
ENROL12 'LAST SCHOOL YEAR HOW MANY STUS IN 12TH GRADE'
GRADNUM 'HOW MANY STUD GRADUATED FROM 12TH GRADE LAST YEAR'
GRADAPLY 'HOW MANY GRADUATES APPLIED TO 2 OR 4 YEAR COLLEGES'

Rural-urban code:

URBANIC '3-LEVEL LOCALE'
CMSA 'CMSA/PMSA/MSA CODE (LEA)'
LOCALE 'COMMUNITY TYPE OR URBANICITY'

Research Issue: Evaluation of student achievement in rural schools

NAEP This dataset contains comprehensive information on academic achievement on various subjects. With the locale code, rural-urban comparative or rural-focused analyses of student and school performance are possible.

HS&B (Sophomore Base Year and First Followup Files)

Achievement measures

BYTEST 'BASE YEAR TEST COMPOSITE'
FUTEST '1ST FOLLOW-UP TEST COMPOSITE'
FY7 'GRADE AVERAGE SO FAR IN H.S.'
FY8A 'HAVE TAKEN COLLEGE BOARD, SAT TEST'
FY8B 'HAVE TAKEN ACT TEST'
FY8C 'HAVE TAKEN ASVAB TEST'
YBVOCBFS 'SOPH VOCAB FORMULA SCORE'
YBVOCBSD 'SOPH VOCAB STANDARDIZED SCORE'
YBREADFS 'SOPH READING FORMULA SCORE'
YBREADSD 'SOPH READING STANDARDIZED SCORE'
YBMTH1FS 'SOPH MATH PART 1 FORMULA SCORE'
YBMTH1SD 'SOPH MATH PART 1 STANDARDIZED SCOR'
YBMTH2FS 'SOPH MATH PART 2 FORMULA SCORE'
YBMTH2SD 'SOPH MATH PART 2 STANDARDIZED SCORE'
YBSCINFS 'SOPH SCIENCE FORMULA SCORE'
YBSCINSD 'SOPH SCIENCE STANDARDIZED SCORE'
YBWRITFS 'SOPH WRITING FORMULA SCORE'
YBWRITSD 'SOPH WRITING STANDARDIZED SCORE'
YBCIVCFS 'SOPHOMORE CIVICS FORMULA SCORE'
YBCIVCSD 'SOPH CIVICS STANDARDIZED SCORE'
BBVOCBFS 'BOTH VOCAB FORMULA SCORE'
BBVOCBSD 'BOTH VOCAB STANDARDIZED SCORE'
BBREADFS 'BOTH READING FORMULA SCORE'
BBREADSD 'BOTH READING STANDARDIZED SCORE'
BBMATHFS 'BOTH MATH FORMULA SCORE'
BBMATHSD 'BOTH MATH STANDARDIZED SCORE'
FY70 'TOOK MINIMUM COMPETENCY,PROFICIENCY TEST'
FY71 'PASS, FAIL MIN COMP, PROF TEST'

School programs

BB002 'HIGH SCHOOL PROGRAM'
YB002 'HOW PLACED IN H.S. PROGRAM'
BB014A 'SPECIAL PROGRAM CO-OP EDUCATION'
BB014B 'SPECIAL PROGRAM WORK-STUDY PROGRAM'
BB014C 'SPECIAL PROGRAM TALENT SEARCH'
BB014D 'SPECIAL PROGRAM UPWARD BOUND'

BB014E 'SPECIAL PROGRAM CONTINUATION H.S.'
BB014F 'SPECIAL PROGRAM ALTERNATIVE H.S.'
BB014G 'SPECIAL PROGRAM PREGNANT GIRLS'
BB014H 'SPECIAL PROGRAM CETA'
BB014I 'SPECIAL PROGRAM JUNIOR ROTC'
FY2 'BEST DESCRIPTION OF H.S. PROGRAM'
FY3F 'ONLY PROGRAM OFFERED IN SCHOOL'
FY59 'EVER REPEATED GRADE, HELD BACK'
FY9A 'IN REMEDIAL ENGLISH JUNIOR, SENIOR YEAR'
FY9B 'IN REMEDIAL MATH JUNIOR OR SENIOR YEAR'
FY9C 'IN HONORS ENGLISH JUNIOR OR SENIOR YEAR'
FY9D 'IN HONORS MATH JUNIOR OR SENIOR YEAR'
FY9E 'IN BILINGUAL, BICULTURAL PROG JN, SN YR'
FY9F 'IN FAMILY LIFE, SEX ED PROG JN, SN YEAR'
FY9G 'IN ALCOHOL, DRUG ABUSE ED JN, SN YEAR'
FY9H 'IN SPEC PROG FOR ED HANDICAP JN, SN YEAR'
FY9I 'IN SPEC ED PROG FOR PHYS HANDI JN, SN YR'
FY9J 'IN CAREER ED COURSE JUNIOR, SENIOR YEAR'
FY9K 'IN DRIVER ED JUNIOR OR SENIOR YEAR'
FY9L 'IN COMPUTER PROGRAMMING JUNIOR,SENIOR YR'
FY11A 'HEARD OF, WAS IN CO-OP PROGRAM'
FY11B 'HEARD OF, WAS IN H.S. VOCTNL ED WRK-STUD'
FY11C 'HEARD OF, WAS IN TALENT SEARCH'
FY11D 'HEARD OF, WAS IN UPWARD BOUND'
FY11E 'HEARD OF, WAS IN CONTINUATION H.S.'
FY11F 'HEARD OF, WAS IN ALTERNATIVE H.S.'
FY11G 'HEARD OF, WAS IN SPEC SCHL FOR PREG GIRL'
FY11H 'HEARD OF, WAS IN CETA WORK PROGRAMS'
FY11I 'HEARD OF, WAS IN JUNIOR ROTC'
FY13A 'ENGLISH COURSE FOR NONENGLISH STUDENTS'
FY13B 'READING, WRITING IN 1ST LANGUAGE'
FY13C 'OTHER SUBJECTS IN 1ST LANGUAGE'
FY13D 'HISTORY, CULTURE OF ANCESTORS'
FY14 'AMOUNT TEACHING IN 1ST LANGUAGE THRU H.S'

Course taking

FY4A 'CRSEWORK IN MATH 10TH GRADE TO T Y'
FY4B 'CRSEWRK IN ENGLISH 10TH TO T Y'
FY4C 'CRSEWRK IN FRENCH 10TH THRU T Y'
FY4D 'CRSEWRK IN GERMAN 10TH THRU T Y'
FY4E 'CRSEWRK IN SPANISH 10TH THRU T Y'
FY4F 'CRSEWRK IN OTHER LANGUAGES 10TH TO TY'
FY4G 'CRSEWRK IN HISTORY, SOC STD 10TH TO T Y'
FY4H 'CRSEWRK IN SCIENCE 10TH THRU T Y'
FY4I 'CRSEWRK IN BUSINESS,SALES 10TH THRU T Y'

FY4J 'CRSEWRK IN TRADE,INDUSTRY 10TH THRU T Y'
FY4K 'CRSEWRK IN TECH COURSES 10TH THRU T Y'
FY4L 'CRSEWRK IN OTHER VOC COURSES 10TH TO T Y'
FY5A 'HAVE OR HAVE NOT TAKEN 1ST-YEAR ALGEBRA'
FY5B 'HAVE OR HAVE NOT TAKEN 2ND-YEAR ALGEBRA'
FY5C 'HAVE OR HAVE NOT TAKEN GEOMETRY'
FY5D 'HAVE OR HAVE NOT TAKEN TRIGONOMETRY'
FY5E 'HAVE OR HAVE NOT TAKEN CALCULUS'
FY5F 'HAVE OR HAVE NOT TAKEN PHYSICS'
FY5G 'HAVE OR HAVE NOT TAKEN CHEMISTRY'
FY5H 'HAVE OR HAVE NOT TAKEN BIOLOGY'
FY6A 'TAKEN JOB PREP COURSE IN AGRIC, HORTIC'
FY6B 'TAKEN JOB PREP COURSE IN AUTO MECHANICS'
FY6C 'TAKEN JOB PREP COURSE IN COMMERCIAL ARTS'
FY6D 'TAKEN JOB PREP COURSE IN COMP PROG, OPER'
FY6E1 'TAKEN JOB PREP COURSE IN CRPNTRY,MILLWRK'
FY6E2 'TAKEN JOB PREP COURSE IN ELECTRCL TRADE'
FY6E3 'TAKEN JOB PREP COURSE IN MASONRY'
FY6E4 'TAKEN JOB PREP COURSE IN PLUMBING'
FY6F 'TAKEN JOB PREP COURSE IN COSMET,BARBER'
FY6G 'TAKEN JOB PREP COURSE IN DRAFTING'
FY6H 'TAKEN JOB PREP COURSE IN ELECTRONICS'
FY6I 'TAKEN JOB PREP COURSE IN HOME ECONOMICS'
FY6J 'TAKEN JOB PREP COURSE IN MACHINE SHOP'
FY6K 'TAKEN JOB PREP COURSE IN MEDI,DENTAL AST'
FY6L 'TAKEN JOB PREP COURSE IN PRACTICAL NURSE'
FY6M 'TAKEN JOB PREP COURSE IN QUANTITY FOODS'
FY6N 'TAKEN JOB PREP COURSE IN SALES, MERCHAND'
FY6O 'TAKEN JOB PREP COURSE IN OFFICE WORK'
FY6P 'TAKEN JOB PREP COURSE IN WELDING'
FY6Q 'TAKEN JOB PREP COURSE IN OTHER AREA'

Rural urban code

SCHURB 'ORIGNL SCH CIC URBANZN CODE'
FY100 TYPE COMMUNITY LIVED IN 1ST WEEK FEB 82
HSURBAN H.S. URBANICITY
COMTYPE COMMUNITYTYPE

NLS72 (Base Year File)

Achievement measures

VOCABSC 'VOCABULARY FORMULA SCORE'
FORSC_RD 'READING FORMULA SCORE'
FORSC_MT 'MATHEMATICS FORMULA SCORE'
SRFQ0 'RANK IN CLASS'

SRFQ1 'STUDENT AVERAGE'
SRFQ2A 'SAT- YEAR TAKEN'
SRFQ2B 'SAT VERBAL SCORE'
SRFQ2C 'SAT QUANT. SCORE'
SRFQ2D 'ACT- YEAR TAKEN'
SRFQ2E 'ACT ENGLISH EXPRESSION SCORE'
SRFQ2F 'ACT SOCIAL STUDIES SCORE'
SRFQ2G 'ACT SCIENCE READING SCORE'
SRFQ2H 'ACT MATHEMATICS SCORE'
SRFQ2I 'ACT TOTAL SCORE'
SCVOCSC 'SCALED VOCABULARY SCORE'
SCRDSC 'SCALED READING SCORE'
SCLGSC 'SCALED LETTER GROUPS SCORE'
SCMATSC 'MATHEMATICS SCALED TEST SCORE'

School experience

SRFQ3 'DID STUDENT TRANSFER'
FQ2 'DID YOU COMPLETE HIGH SCHOOL'

Course taking

SRFQ4A 'TOTAL SEMESTERS OF SCIENCE TAKEN AFTER 7/1/69'
SRFQ4H 'TOTAL SEMESTERS OF FOR. LANGUAGE TAKEN AFTER 7/1/69'
SRFQ4O 'TOTAL SEMESTERS OF SOC. STUD. TAKEN AFTER 7/1/69'
SRFQ4V 'TOTAL SEMESTERS OF ENGLISH TAKEN BEFORE 7/1/69'
SRFQ4CC 'TOTAL SEMESTERS MATH TAKEN AFTER 7/1/69'
SRFQ4JJ 'TOTAL SEMESTERS OF INDUST. ART TAKEN AFTER 7/1/69'
SRFQ4QQ 'TOTAL SEMESTERS OF COMMERCIAL TAKEN AFTER 7/1/69'
SRFQ4XX 'TOTAL SEMESTERS FINE ARTS TAKEN AFTER 7/1/69'
SRFQ5A 'TOTAL SEMESTERS AGRICULTURE TAKEN BEFORE GRAD.'
SRFQ5N 'TOTAL SEMESTERS BUSINESS TAKEN BEFORE GRADUATION'
SRFQ5AA 'TOTAL SEMESTERS DISTR. ED TAKEN BEFORE GRADUATION'
SRFQ5NN 'TOTAL SEMESTERS HEALTH OCC. TAKEN BEFORE GRAD.'
SRFQ5AAA 'TOTAL SEMESTERS HOME EC. TAKEN BEFORE GRADUATION'
SRFQ5NNN 'TOTAL SEMESTER TRADE OCC. TAKEN BEFORE GRAD.'
SRFQ6A 'DID STUDENT TAKE SCI/MATH LAST YR-SRI'
SRFQ6B 'DID STUDENT TAKE ENG/LANG LAST YR-SRI'
SRFQ6C 'DID STUDENT TAKE SOC.STUD LAST YR-SRI'
SRFQ6D 'DID STUDENT TAKE VOC. CRS LAST YR-SRI'

Tracking/grouping

SRFQ6E 'SRI-TRACKING USED IN SCI/MATH COURSES?'
SRFQ6F 'SRI-TRACKING USED IN ENG/LANG COURSES?'
SRFQ6G 'SRI-TRACKING USED IN SOCIAL STUD COURSES?'
SRFQ6H 'SRI-TRACKING USED IN VOC/JOBTRNING CRSES?'
SRFQ6M 'WHAT SCI-MATH GRP. WAS STUDENT IN-SRI'

SRFQ6N 'WHAT ENGLISH GROUP WAS STUDENT IN-SRI'
SRFQ6O 'WHAT SOC. STUD. GROUP WAS STUDENT IN-SRI'
SRFQ6P 'WHAT VOC. CRS. GROUP WAS STUDENT IN-SRI'
SRFQ7 'SRI- STUDENT^S COURSE OF STUDY'
SRFQ9 'SRI-IS STUDENT HANDICAPPED'
SRFQ10 'SRI - TYPE OF STUDENT HANDICAP'
SRFQ11A 'IS STUDENT ENROLLED IN UPWARD BOUND'
SRFQ11B 'IS STUDENT ENROLLED IN COOP VOC EDUC PGM'
SRFQ11C 'IS STUDENT ENROLLED IN WORK STUDY PROGRAM'
SRFQ11D 'IS STUDENT ENROLLED IN TALENT SEARCH'
SRFQ11E 'IS STUDENT ENROLLED IN NEIGHBOR. YOUTH CORPS'
BQ2 'STUDENT^S PRESENT HIGH SCHOOL PROGRAM'

Rural-urban code

COMMUNIT 'LOCATION OF SCHOOL--COMMUNITY TYPE'
SQ4 'WHICH OF THE FOLLOWING BEST DESCRIBES THE PLACE YOU LIVED 10'
COMM72 'COMMUNITY COMPOSITE FOR 1972'
COMM73 'COMMUNITY COMPOSITE FOR 1973'

NELS:88 (Base Year, First, and Second Followup Files)

School characteristics

G8TYPE "GRADE SPAN OF SCHOOL"
G8CTRL "SCHOOL CONTROL COMPOSITE"
BYSCENRL "TOTAL SCHOOL ENROLLMENT COMPOSITE"
G8ENROL "8TH GRADE ENROLLMENT COMPOSITE"
G8URBAN "URBANICITY COMPOSITE"
G8REGON "COMPOSITE GEOGRAPHIC REGION OF SCHOOL"
G8MINOR "PERCENT MINORITY IN SCHOOL"
G8LUNCH "PERCENT FREE LUNCH IN SCHOOL"
G10CTRL2 "SCHOOL CLASSIFICATION"
G10URBAN "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"
F1SCENRL "ENTIRE SCHOOL ENROLLMENT"
G10ENROL "TENTH GRADE ENROLLMENT"
G12URBN3 "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"
G12REGON "REGION (CENSUS) OF STUDENT'S SCHOOL"
G12STATE "LOCATION OF STUDENT'S SCHOOL (STATE)"

Student characteristics

RACE "COMPOSITE RACE"
HEARIMP "HEARING IMPAIRMENT COMPOSITE"
HANDPAST "PAST HANDICAP PROGRAM RECIPIENT"
BYHANDPR "PARENT-REPORTED HANDICAP PGM RECIPIENT"

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BYHANDTR "TEACHER-REPORTED HANDICAP"
BYSES    "SOCIO-ECONOMIC STATUS COMPOSITE"
BYPARED  "PARENTS' HIGHEST EDUCATION LEVEL"
BYFAMINC "YEARLY FAMILY INCOME"
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Achievement

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BYTXRFS  "READING FORMULA SCORE"
BYTXRSTD "READING STANDARDIZED SCORE"
BYTXMFS  "MATHEMATICS FORMULA SCORE"
BYTXMSTD "MATHEMATICS STANDARDIZED SCORE"
BYTXSFS  "SCIENCE FORMULA SCORE"
BYTXSSTD "SCIENCE STANDARDIZED SCORE"
BYTXHFS  "HISTORY,CITIZ,GEOG FORMULA SCORE"
BYTXHSTD "HISTORY,CITIZ,GEOG STANDARDIZED SCORE"
BYTXCOMP "STNDRDIZED TEST COMPOSITE (READING,MATH)"
BYTXQURT "STANDARDIZED TEST QUARTILE (1LOW)".
F1TXRSTD "READING STANDARDIZED SCORE"
F1TXMSTD "MATH STANDARDIZED SCORE"
F1TXSSTD "SCIENCE STANDARDIZED SCORE"
F1TXHSTD "HIST,CITIZ,GEOG STANDARDIZED SCORE"
F1TXCOMP "STANDARDIZD TEST COMPOSITE (READNG,MATH)".

F2TXRSTD "READING STANDARDIZED SCORE"
F2TXMSTD "MATH STANDARDIZED SCORE"
F2TXSSTD "SCIENCE STANDARDIZED SCORE"
F2TXHSTD "HIST,CITIZ,GEOG STANDARDIZED SCORE"
F2TXCOMP "STANDARDIZD TEST COMPOSITE (READNG,MATH)".
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Rural-urban code

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G12URBN3 "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"
G12REGON "REGION (CENSUS) OF STUDENT'S SCHOOL"
G12STATE "LOCATION OF STUDENT'S SCHOOL (STATE)"
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Research Issue: Assess the federal role in rural education

HS&B (Base Year and First Followup School Files)

Federal program participation

SB032A 'UPWARD BOUND PARTICIPATION'
SB032B 'TALENT SEARCH PARTICIPATION'
SB032C1 'ESEA TITLE I <ECON DISADVANTAGES>'
SB032C2 'ESEA TITLE IV-B <LIBRARY>'
SB032C3 'ESEA TITLE IV-C <EDUC INNOVATION>'
SB032C4 'ESEA TITLE IV-D <SUPPLEMENTARY CENTERS>'
SB032C5 'ESEA TITLE VII <BILINGUAL EDUCATION>'
SB032C6 'ESEA TITLE IX <ETHNIC HERITAGE STUDIES>'
SB032D 'INDIAN EDUCATION ACT'
SB032E 'EMERGENCY SCHOOL AID ACT <DESEGRAGATION>'
SB032F 'SCHL ASSIST IN FEDERALLY AFFECTED AREAS'
SB032G 'COMPREHENSIVE EMPLOYMENT & TRAINING ACT'
SB032H1 'VOC ED ACT 63 CONSUMER & HOMEMAKING EDUC'
SB032H2 'VOC ED ACT 63 BASIC PROGRAM'
SB032H3 'VOC ED ACT 63 PERSONS WITH SPECIAL NEEDS'
SB032H4 'VOC ED ACT 63 COOPERATIVE VOCATIONAL ED'
SB032H5 'VOC ED ACT 63 HIGH SCHOOL WORK STUDY'
SB032I 'JUNIOR ROTC'
FS17A 'SCHOOL PARTICIPATE IN UPWARD BOUND'
FS17B 'SCHOOL PARTICIPATE IN TALENT SEARCH'
FS17C1 'SCHOOL PARTICPATE IN TITLE I'
FS17C2 'SCHOOL PARTICIPATE IN TITLE IV-B'
FS17C3 'SCHOOL PARTICIPATE IN TITLE IV-C'
FS17C4 'SCHOOL PARTICIPATE IN TITLE IV-D'
FS17C5 'SCHOOL PARTICIPATE IN TITLE VII'
FS17C6 'SCHOOL PARTICIPATE IN TITLE IX'
FS17D 'SCHOOL PARTICIPATE IN INDIAN ED ACT'
FS17E 'SCHOOL PARTICIPATE IN EMER SCHOOL ACT'
FS17F 'SCHOOL PARTICIPATE IN SCHOOL ASSIST'
FS17G 'SCHOOL PARTICIPATE IN CETA'
FS17H1 'PART IN CONS & HOMEMAKER EDUC'
FS17H2 'PART IN VOC BASIC ED PROGRAMS'
FS17H3 'PART IN VOC ED FOR SPEC NEEDS'
FS17H4 'PART IN COOP VOC ED PROGRAM'
FS17I 'SCHOOL PART IN JUNIOR ROTC'

Program provisions

SB017AY '% OF 10TH GRADE IN GENERAL PROGRAM'
SB017AE '% OF 12TH GRADE IN GENERAL PROGRAM'

SB017BY '% OF 10TH GRADE IN ACADEMIC PROGRAM'
SB017BE '% OF 12TH GRADE IN ACADEMIC PROGRAM'
SB017C1Y '% OF 10TH GRADE IN AGRICULTURE PROGRAM'
SB017C1E '% OF 12TH GRADE IN AGRICULTURE PROGRAM'
SB017C2Y '% OF 10TH GR IN BUSINESS OCC PROGRAM'
SB017C2E '% OF 12TH GR IN BUSINESS OCC PROGRAM'
SB017C3Y '% OF 10TH GR IN DISTRIBUTIVE EDUCATION'
SB017C3E '% OF 12TH GR IN DISTRIBUTIVE EDUCATION'
SB017C4Y '% OF 10TH GR IN HEALTH OCC PROGRAM'
SB017C4E '% OF 12TH GR IN HEALTH OCC PROGRAM'
SB017C5Y '% OF 10TH GR IN HOME ECONOMICS PROGRAM'
SB017C5E '% OF 12TH GR IN HOME ECONOMICS PROGRAM'
SB017C6Y '% OF 10TH GR IN TRADE OCC PROGRAM'
SB017C6E '% OF 12TH GR IN TRADE OCC PROGRAM'
SB017C7Y '% OF 10TH GR IN TECHNICAL OCC PROGRAM'
SB017C7E '% OF 12TH GR IN TECHNICAL OCC PROGRAM'
SB017DY '% OF 10TH GR IN OTHER PROGRAM'
SB017DE '% OF 12TH GR IN OTHER PROGRAM'
SB025 'REMEDICAL PROGRAM FOR MIN COMP FAILURES'
SB029AD 'COLLEGE BOARD ADVANCED PLACEMENT COURSES'
SB029AE 'STUDENT EXCHANGE PROGRAM'
SB029AF 'ALTERNATIVE SCHOOL PROGRAM'
SB029AG 'PROGRAM FOR PREGNANT GIRLS OR MOTHERS'
SB029AH 'CONTINUATION SCHOOL'
SB029AI 'PROGRAM FOR GIFTED OR TALENTED'
SB029AJ 'BILINGUAL PROGRAM'
SB029BA1 'ENGLISH AS 2ND LANGUAGE TAUGHT 10TH GR'
SB029BA2 'ENGLISH AS 2ND LANGUAGE TAUGHT 11TH GR'
SB029BA3 'ENGLISH AS 2ND LANGUAGE TAUGHT 12TH GR'
SB029BA4 'ENGLISH AS 2ND LANGUAGE NOT OFFERED'
SB029BB1 'MOTHER TONGUE TAUGHT IN 10TH GR'
SB029BB2 'MOTHER TONGUE TAUGHT IN 11TH GR'
SB029BB3 'MOTHER TONGUE TAUGHT IN 12TH GR'
SB029BB4 'MOTHER TONGUE NOT OFFERED'
SB029BC1 'MINORITY CULTURE TAUGHT IN 10TH GR'
SB029BC2 'MINORITY CULTURE TAUGHT IN 11TH GR'
SB029BC3 'MINORITY CULTURE TAUGHT IN 12TH GR'
SB029BC4 'MINORITY CULTURE NOT OFFERED'
FS11 'REMEDIAL PROGRAM FOR TESTING FAILURES'
FS13AC 'WORK EXPER OR OCCUP TRAINING FOR CRED'
FS13AD 'A P COURSES AVAILABLE'
FS13AE 'STUDENT EXCHANGE PROGRAM AVAILABLE'
FS13AF 'ALTERNATIVE SCHOOL PROGRAM AVAILABLE'
FS13AG 'SPECIAL PROGRAM FOR PREGNANT WOMEN'
FS13AH 'CONTINUATION SCHOOL AVAILABLE'

FS13AI 'GIFTED-TALENTED PROGRAM AVAILABLE'
FS13AJ 'BILINGUAL PROGRAM AVAILABLE'
FS13AK 'COLLEGE-LEVEL COURSES AT H S AVAIL'
FS13AL 'COURSES AT COLLEGE AVAILABLE'
FS13AM 'CREDIT BY EXAM AVAILABLE'
FS13AN 'EARLY GRADUATION AVAILABLE'
FS13AO 'EARLY EXIT VIA EXAM OR EQUIV'
FS13AP 'REMEDIAL BASIC SKILLS INSTRUCT AVAIL'
FS13AQ 'COMPUTER COURSES AVAILABLE'
FS13AR 'INSTRUCTIONAL TELEVISION PROGRAM AVAIL'
FS13BA1 'ENG TAUGHT AS 2ND LANG IN 10TH GRADE'
FS13BA2 'ENG TAUGHT AS 2ND LANG IN 11TH GRADE'
FS13BA3 'ENG TAUGHT AS 2ND LANG IN 12TH GRADE'
FS13BA4 'ENG AS 2ND LANG NOT TAUGHT IN 10-12TH'
FS13BB1 'MOTHER TONG TAUGHT AS FIRST LANG IN 10T'
FS13BB2 'MOTHER TONG TAUGHT AS 1ST LANG IN 11TH'
FS13BB3 'MOTHER TONG TAUGHT AS 1ST LANG IN 12TH'
FS13BB4 'MOTHER TONG NOT OFFERED AS 1ST LANG'
FS13BC1 'CULT-HIST TAUGHT TO MINOR IN 10TH'
FS13BC2 'CULT-HIST TAUGHT TO MINOR IN 11TH GR'
FS13BC3 'CULT-HIST TAUGHT FOR LANG MINOR :12TH'
FS13BC4 'CULT-HIST NOT TAUGHT FOR LANG MINORITY'
FS14 '% OF SENIORS IN OUT-OF-SCHOOL PROGRAMS'
FS15 'STUD S MAY TAKE VOC SCHOOL CLASSES'

Work-study program
FS17H5 'PART IN H S VOC ED WORK-STUDY'
FS16 'DOES SCHOOL HAVE WORK-STUDY PROGRAM'
FS16A 'OFF-,ON-CAMPUS OR BOTH IN WORK-STUDY'
FS16B1 'OFF-CAMPUS:LAWN WORK OR ODD JOBS'
FS16B2 'OFF-CAMPUS:RESTAURANTS'
FS16B3 'OFF-CAMPUS:BABY-SITTING OR CHILD-CARE'
FS16B4 'OFF-CAMPUS:FARM OR AGRICULTURAL WORK'
FS16B5 'OFF-CAMPUS:FACTORY WORK'
FS16B6 'OFF-CAMPUS:GAS STAT ,CAR WASH,AUTO REP'
FS16B7 'OFF-CAMPUS:SKILLED TRADE'
FS16B8 'OTHER MANUAL'
FS16B9 'OFF-CAMPUS:STORE CLERK,SALES,CASHIER'
FS16B10 'OFF-CAMPUS:OFFICE OR CLERICAL'
FS16B11 'OFF-CAMPUS:HOSPITAL OR HEALTH'
FS16B12 'OFF-CAMPUS:DELIVERY JOBS <PAPERS,GROC S>'
FS16B13 'OFF-CAMPUS:OTHER'
FS16C1 'ON-CAMPUS:CAFETERIA'
FS16C2 'ON-CAMPUS:ADMINISTRATION'
FS16C3 'ON-CAMPUS:MAINTENANCE'

FS16C4 'ON-CAMPUS:AUDIOVISUAL'
FS16C5 'ON-CAMPUS:TUTORING,TEACH AID, ETC'
FS16C6 'ON-CAMPUS:VOCATIONALLY ORIENTED JOBS'
FS16C7 'ON-CAMPUS:OTHER'

Special education programs

SB033A 'HANDICAPPED CRITERIA USES STANDARD TESTS'
SB033B 'HANDICAPPED CRITERIA FEDERAL GUIDELINES'
SB033C 'HANDICAPPED CRITERIA STATE GUIDELINES'
SB033D 'HANDICAPPED CRITERIA COUNSELOR JUDGEMENT'
SB034 'NUMBER OF HANDICAPPED STUDENTS'
SB035A 'TRAINABLE MENTALLY RETARDED'
SB035B 'MULTIPLE HANDICAPPED'
SB035C 'EDUCABLE MENTALLY RETARDED'
SB035D 'HARD OF HEARING'
SB035E 'DEAF'
SB035F 'DEAF-BLIND'
SB035G 'SPEECH IMPAIRED'
SB035H 'VISUALLY IMPAIRED'
SB035I 'EMOTIONALLY DISTURBED'
SB035J 'ORTHOPEDICALLY IMPAIRED'
SB035K 'OTHER HEALTH IMPAIRED'
SB035L 'SPECIFIC LEARNING DISABILITIES'
SB048D 'REFERRAL TO MENTAL HEALTH CLINIC'
SB048E 'OTHER ARRANGEMENT FOR MENTAL HEALTH PROB'

Course offerings

SB018A 'SECOND YEAR ALGEBRA TAUGHT?'
SB018B 'ART TAUGHT?'
SB018C 'AUTO MECHANICS TAUGHT?'
SB018D 'CALCULUS TAUGHT?'
SB018E 'CHEMISTRY TAUGHT?'
SB018F 'DRAMA TAUGHT?'
SB018G 'DRIVER TRAINING TAUGHT?'
SB018H 'ECONOMICS TAUGHT?'
SB018I 'ETHNIC OR BLACK STUDIES TAUGHT?'
SB018J 'FAMILY LIFE OR SEX EDUCATION TAUGHT?'
SB018K 'GEOMETRY TAUGHT?'
SB018L 'THIRD YEAR SPANISH TAUGHT?'
SB018M 'THIRD YEAR GERMAN TAUGHT?'
SB018N 'THIRD YEAR FRENCH TAUGHT?'
SB018O 'HOME ECONOMICS TAUGHT?'
SB018P 'PHYSICS TAUGHT?'
SB018Q 'PSYCHOLOGY TAUGHT?'
SB018R 'RUSSIAN TAUGHT?'

SB018S 'TRIGONOMETRY TAUGHT?'
SB018T 'WOOD OR MACHINE SHOP TAUGHT?'

School finance

SB050A 'YR OF LAST VOTE ON BOND OR TAX INCREASE'
SB050B 'DID BOND ISSUE OR TAX INCREASE PASS?'
SB052 'SEPARATE SCHOOL TAXATION DISTRICT'
SB053A 'DISTRICT AVERAGE PER PUPIL EXPENDITURE'
SB053B 'HIGH SCHOOL PER PUPIL EXPENDITURE'
SB060A '% OF FUNDS FROM TUITION'
SB060B '% OF FUNDS FROM FUND RAISING'
SB060C1 '% OF FUNDS FROM RELIGIOUS SUBSIDY'
SB060C2 '% OF FUNDS FROM FOUNDATION SUBSIDIES'
SB060D '% OF FUNDS FROM ENDOWMENT'
SB060E '% OF FUNDS FROM FEDERAL OR STATE FUNDS'
SB060F '% OF FUNDS FROM OTHER SOURCE'
SB061 'ANNUAL TUITION'
SB062 '% OF STUDENTS WITH SCHOLARSHIPS'
SB063 'LEGAL OWNERSHIP OF HIGH SCHOOL'

FS18A 'WHEN LAST BOND VOTED ON IN DISTRICT'
FS18B 'DID LAST BOND IN DISTRICT PASS'
FS19A 'AVE TOT PER-PUPIL EXPENDITURE'
FS19B 'AVE TOT PER-PUPIL EXPEND IN YOUR HS'

School outcomes

SB008 'AVERAGE DAILY ATTENDANCE <PERCENT>'
SB011 '% OF 78-79 CLASS NOW IN REGULAR COLLEGE'
SB012 '% OF 78-79 CLASS NOW IN NON-COLLEGE EDUC'
SB013 '% OF 78-79 CLASS NOW IN MILITARY'
SB014 'PERCENT OF STUDENTS WHO DROP OUT'
FS2 '% OF GRAD CLASS GOING TO COLLEGE'
FS3 '% GRAD CLASS GO TO NON-COLLEGE SEC ED'
FS4 '% GRAD CLASS GOING INTO MILITARY'
FS5 '% OF ^82 GRAD CLASS GRAD EARLY'
FS6A '% OF CLASS OF ^82 SOPH S DROPPED OUT'
FS6B '% OF CLASS OF ^83 SOPH S DROPPED OUT'

School problems

SB056A 'STUDENT ABSENTEEISM'
SB056B 'STUDENTS CUTTING CLASS'
SB056C 'PARENTS LACK INTEREST IN STUD PROGRESS'
SB056D 'PARENTS LACK INTEREST IN SCHOOL MATTERS'
SB056E 'TEACHER ABSENTEEISM'
SB056F 'TEACHERS LACK COMMITMENT OR MOTIVATION'

SB056G 'PHYSICAL CONFLICTS AMONG STUDENTS'
SB056H 'CONFLICTS BETWEEN STUDENTS AND TEACHERS'
SB056I 'ROBBERY OR THEFT'
SB056J 'VANDALISM OF SCHOOL PROPERTY'
SB056K 'STUDENT USE OF DRUGS OR ALCOHOL'
SB056L 'RAPE OR ATTEMPTED RAPE'
SB056M 'STUDENT POSSESSION OF WEAPONS'
SB056N 'VERBAL ABUSE OF TEACHERS'
FS22 '% OF 12TH GR SUSPENDED'
FS24BA '% 12TH GR PROBATION:DISCIPLINE'
FS24BB '% 12TH GR PROBATION:ACADEMIC'
FS25BA '% 12TH GR PARENTS CONTACTED:DISC'
FS25BB '% 12TH GR PARENTS CONTACTED:ACAD'
FS23BA '% 12TH GR SUSPENDED:DISCIPLINE'
FS23BB '% 12TH GR SUSPENDED:ACADEMIC'
FS27 'HOW MANY STUDENTS REFERRED TO ADMIN'
FS28 '% OF REFERRED DISCIPLINED'
FS29 '% OF TEACHERS STRICT WITH DISCIPLINE'
FS30 '% OF TEACHERS PERMISSIVE W DISCPLINE'
FS36A 'PROBLEM:STUDENT ABSENTEEISM'
FS36B 'PROBLEM:CLASS CUTTING'
FS36C 'PROBLEM:PARENT^S INTEREST IN PROGRESS'
FS36D 'PROBLEM:PARENT^S INTEREST IN SCHOOL'
FS36E 'PROBLEM:TEACHER ABSETEEISM'
FS36F 'PROBLEM:TEACHER^S LACK OF MOTIV'
FS36G 'PROBLEM:ROBBERY OR THEFT'
FS36H 'PROBLEM:VANDALISM'
FS36I 'PROBLEM:DRUGS & ALCOHOL'
FS36J 'PROBLEM:RAPE OR ATTEMPTED RAPE'
FS36K 'PROBLEM:WEAPONS'
FS36L 'PROBLEM:VERBAL ABUSE OF TEACHERS'
FS37A 'VERB CONFRONT:AMONG STUDENTS'
FS37B 'VERB CONFRONT:AMONG TEACHERS'
FS37C 'VERB CONFRONT:TEACHERS-STUDENTS'
FS37D 'VERB CONFRONT:TEACHERS-ADMIN'
FS37E 'VERB CONFRONT:TEACHERS-PARENTS'
FS37F 'VERB CONFRONT:ADMIN-PARENTS'
FS37G 'VERB CONFRONT:SCHOOL-CENTRAL OFF'

Education goals

FS42A 'H S ^ GOALS:AID SOCIAL DEVELOPMENT'
FS42B 'H S ^ GOALS:CITIZENSHIP'
FS42C 'H S ^ GOALS:TEACH BASIC SKILLS'
FS42D 'H S ^ GOALS:REALISTIC POST-GRAD PLANS'
FS42E 'H S ^ GOALS:CRITICAL THINKING'

FS42F 'H S ^ GOALS:INFORMED CONSUMERS'
FS42G 'H S ^ GOALS:SEC ED PREP'
FS42H 'H S ^ GOALS:SELF-UNDERSTANDING'
FS42I 'H S ^ GOALS:VOC TRAINING IN-SCHOOL'
FS42J 'H S ^ GOALS:VOC TRAINING OUT-SCHOOL'
FS42K 'H S ^ GOALS:BROAD GEN EDUCATION'
FS42L 'H S ^ GOALS:COMPUTER PROFICIENCY' .

Rural-urban code
SCHURB 'SCHOOL URBANIZATION CODE'

Research Issue: **Rural students' participation in a national economy versus a local economy: high school program participation, school completion, post high school mobility, and interaction with local economic conditions**

HS&B (Local Labor Market Indicator File[2], Sophomore Cohort Base Year, First, Second and Third Followup Files)

Local/regional labor market conditions

CPCPIAV1 CNTY:PCPI, PERCNT OF NATL AVERAGE, 1981
CTPIAG80 CNTY:TPI, ANNUAL GROWTH, 1980
CTPIAG81 CNTY:TPI, ANNUAL GROWTH, 1981
MPCPI80 SMSA:PER CAPITA PERSONAL INCOME, 1980
MPCPI81 SMSA:PER CAPITA PERSONAL INCOME, 1981
MPCPIAV0 SMSA:PCPI, PERCNT OF NATL AVERAGE, 1980
MPCPIAV1 SMSA:PCPI, PERCNT OF NATL AVERAGE, 1981
MTPIAG80 SMSA:TPI, ANNUAL GROWTH, 1980
MTPIAG81 SMSA:TPI, ANNUAL GROWTH, 1981
SPCPI80 STATE:PER CAPITA PERSONAL INCOME, 1980
SPCPI81 STATE:PER CAPITA PERSONAL INCOME, 1981
SPCPIAV0 STATE:PCPI, PERCNT OF NATL AVERAGE,1980
SPCPIAV1 STATE:PCPI, PERCNT OF NATL AVERAGE,1981
STPIAG80 STATE:TPI, ANNUAL GROWTH, 1980
STPIAG81 STATE:TPI, ANNUAL GROWTH, 1981
CEMPG01 CNTY:PROP EMPLOY GROWTH, 80-81
CEMPG02 CNTY:PROP EMPLOYMENT GROWTH, 80-82
MEMPG01 SMSA:PROP EMPLOY GROWTH, 80-81
MEMPG02 SMSA:PROP EMPLOYMENT GROWTH, 80-82
SEMPG01 STATE:PROP EMPLOY GROWTH, 80-81
SEMPG02 STATE:PROP EMPLOYMENT GROWTH, 80-82
SEMPPR80 STATE:PRCENT EMPLOYED OF 80 POPULATION
SEMPPR81 STATE:PRCENT EMPLOYED OF 81 POPULATION
SPOPQ80 STATE:1980 POPULATION QUARTILE
SPOPQ81 STATE:1981 POPULATION QUARTILE
SUNEMR80 STATE:UNEMPLOYMENT RATE IN 1980
SUNEMR81 STATE:UNEMPLOYMENT RATE IN 1981
SUNEMR82 STATE:UNEMPLOYMENT RATE IN 1982
SWAGE80 STATE:AV HOURLY WAGE (MANUFG) IN 1980
SWAGE81 STATE:AV HOURLY WAGE (MANUFG) IN 1981
SWAGE82 STATE:AV HOURLY WAGE (MANUFG) IN 1982
MUNEMR80 SMSA:UNEMPLOYMENT RATE IN 1980
MUNEMR81 SMSA:UNEMPLOYMENT RATE IN 1981
MUNEMR82 SMSA:UNEMPLOYMENT RATE IN 1982
MFLAGBLS SMSA:SUBSTITUTION FLAG (BLS DATA)
MFLAGBEA SMSA:SUBSTITUTION FLAG (BEA DATA)
MPOPQ80 SMSA:1980 POPULATION QUARTILE

MPOPQ81 SMSA:1981 POPULATION QUARTILE
MWAGE80 SMSA:AV HOURLY WAGE (MANUFG) IN 1980
MWAGE81 SMSA:AV HOURLY WAGE (MANUFG) IN 1981
MWAGE82 SMSA:AV HOURLY WAGE (MANUFG) IN 1982
MFLAGW SMSA:SUBSTITUTION FLAG (WAGE DATA)
CUNEMR80 CNTY:UNEMPLOYMENT RATE IN 1980
CUNEMR81 CNTY:UNEMPLOYMENT RATE IN 1981
CUNEMR82 CNTY:UNEMPLOYMENT RATE IN 1982
CEMPPR80 CNTY:PRCENT EMPLOYED OF 80 POPULATION
CEMPPR81 CNTY:PRCENT EMPLOYED OF 81 POPULATION
CPOPQ80 CNTY:1980 POPULATION QUARTILE
CPOPQ81 CNTY:1981 POPULATION QUARTILE
MEMPPR80 SMSA:PRCENT EMPLOYED OF 80 POPULATION
MEMPPR81 SMSA:PRCENT EMPLOYED OF 81 POPULATION
MFLAGPPR SMSA:SUBSTITUTION FLAG (EMP-POP RATIO)

Post high school work experience/compensations

FY24 'MOST RECENT TIME WORKED FOR PAY'
FY25 '# HOURS A WEEK ON MOST RECENT JOB'
FY26 'AMOUNT EARNED PER HOUR MOST RECENT JOB'
FY29 'KIND OF WORK DONE ON MOST RECENT JOB'
FY35 'LOWEST HLRY WAGE ACCEPT AFTER GRAD H.S.'
FY88 'HAVE FULLTIME JOB LINED UP AHS'
FY89 'WOULD DO WHAT IF CAN^T FIND JOB AHS'
SY3A WRKG FOR PAY 1ST WK FEB 84
SY3B TKG VOC,TECH COURS 1ST WK FEB 84
SY3C TKG ACAD COURS 1ST WK FEB 84
SY3D TKG GRAD,PROF COURS 1ST WK FEB 84
SY3E APPREN,GOVT TRNG PGM 1ST WK FEB 84
SY3F ACTIVE DUTY ARMD FRCS 1ST WK FEB 84
SY3G KEEPG HOUSE 1ST WK FEB 84
SY3H TEMP LAYOFF 1ST WK FEB 84
SY3I LOOKG FOR WORK 1ST WK FEB 84
SY46A 1ST JOB - OCCUPATION
SY46B 1ST JOB - INDUSTRY
SY46D 1ST JOB - EMPLYMT ARRNGMT
SY46EM 1ST JOB - MONTH STARTED
SY46GA 1ST JOB - GROSS STARTG SALARY
SY46GB 1ST JOB - STARTG PAY SCHEDULE
SY46HA 1ST JOB - GROSS FINAL SALARY
SY47A 2ND JOB - OCCUPATION
SY47B 2ND JOB - INDUSTRY
SY47D 2ND JOB - EMPLYMT ARRNGMT
SY47GA 2ND JOB - GROSS STARTG SALARY
SY47GB 2ND JOB - STARTG PAY SCHEDULE

SY47HA 2ND JOB - GROSS FINAL SALARY
SY47HB 2ND JOB - FINAL PAY SCHEDULE
SY48A 3RD JOB - OCCUPATION
SY48B 3RD JOB - INDUSTRY
SY48D 3RD JOB - EMPLYMT ARRNGMT
SY48GA 3RD JOB - GROSS STARTG SALARY
SY48GB 3RD JOB - STARTG PAY SCHEDULE
SY48HA 3RD JOB - GROSS FINAL SALARY
SY48HB 3RD JOB - FINAL PAY SCHEDULE
TY3A 'WORKING FOR PAY 1ST WK FEB 86'
TY3B 'TAKING VOC, TECH COURSES 1ST WK FEB 86'
TY3C 'TAKING ACADEMIC COURSES 1ST WK FEB 86'
TY3D 'TAKING GRAD, PROF COURSES 1ST WK FEB 86'
TY3E 'APPRENTICE, GOVT TRNG PROG 1ST WK FEB 86'
TY3F 'ACTIVE DUTY ARMED FORCES 1ST WK FEB 86'
TY3G 'KEEPING HOUSE 1ST WK FEB 86'
TY3H 'ON TEMPORARY LAYOFF 1ST WK FEB 86'
TY3I 'LOOKING FOR WORK 1ST WK FEB 86'
TY7 'HAVE JOB BTWN MAR 84 AND PRESENT'
TY8A '1ST JOB OR OCCUPATION'
TY8B '1ST JOB BUSINESS OR INDUSTRY'
TY8D '1ST JOB - JOB STATUS...'
TY8GA '1ST JOB STARTING SALARY'
TY8GB '1ST JOB STARTING SALARY WAGE SCHEDULE'
TY8HA '1ST JOB - CURRENT SALARY'
TY8HB '1ST JOB CURRENT SALARY - WAGE SCHEDULE'
TY9A '2ND JOB OR OCCUPATION'
TY9B '2ND JOB BUSINESS OR INDUSTRY'
TY9D '2ND JOB - JOB STATUS...'
TY9GA '2ND JOB, STARTING SALARY'
TY9GB '2ND JOB STARTING SALARY - WAGE SCHEDULE'
TY9GFLG 'VERY LOW - HIGH HOURLY WAGES - TE9G'
TY9HA '2ND JOB - CURRENT SALARY'
TY9HB '2ND JOB CURRENT SALARY - WAGE SCHEDULE'
TY10A '3RD JOB OR OCCUPATION'
TY10B '3RD JOB BUSINESS OR INDUSTRY'
TY10D '3RD JOB - JOB STATUS'
TY10GA '3RD JOB STARTING SALARY'
TY10GB '3RD JOB STARTING SALARY - WAGE SCHEDULE'
TY10HA '3RD JOB - CURRENT SALARY'
TY10HB '3RD JOB CURRENT SALARY - WAGE SCHEDULE'

Mobility

SY6 TYPE COMMUNITY LIVD IN 1ST WK FEB 84
SY7 DISTANCE FROM SR HS COMMUNITY

TY6B 'HOW FAR IS RES. FR PLACE WHERE SR. IN HS'

Received public assistance

SY55 UNEMPLYD & JOB HUNTG BETW JN 82-FEB 84
TY17 'OUT OF WORK SINCE MARCH 84?'
TY17D84 'RECEIVE UNEMPLOYMENT INSURANCE - 84?'
TY17D85 'RECEIVE UNEMPLOYMENT INSURANCE - 85?'
TY17D86 'RECEIVE UNEMPLOYMENT INSURANCE - 86?'

High school programs/completion

BB002 'HIGH SCHOOL PROGRAM'
YB002 'HOW PLACED IN H.S. PROGRAM'
BB014A 'SPECIAL PROGRAM CO-OP EDUCATION'
BB014B 'SPECIAL PROGRAM WORK-STUDY PROGRAM'
BB014C 'SPECIAL PROGRAM TALENT SEARCH'
BB014D 'SPECIAL PROGRAM UPWARD BOUND'
BB014E 'SPECIAL PROGRAM CONTINUATION H.S.'
BB014F 'SPECIAL PROGRAM ALTERNATIVE H.S.'
BB014G 'SPECIAL PROGRAM PREGNANT GIRLS'
BB014H 'SPECIAL PROGRAM CETA'
BB014I 'SPECIAL PROGRAM JUNIOR ROTC'
FY2 'BEST DESCRIPTION OF H.S. PROGRAM'
FY3F 'ONLY PROGRAM OFFERED IN SCHOOL'
FY59 'EVER REPEATED GRADE, HELD BACK'
FY9A 'IN REMEDIAL ENGLISH JUNIOR, SENIOR YEAR'
FY9B 'IN REMEDIAL MATH JUNIOR OR SENIOR YEAR'
FY9C 'IN HONORS ENGLISH JUNIOR OR SENIOR YEAR'
FY9D 'IN HONORS MATH JUNIOR OR SENIOR YEAR'
FY9E 'IN BILINGUAL, BICULTURAL PROG JN, SN YR'
FY9F 'IN FAMILY LIFE, SEX ED PROG JN, SN YEAR'
FY9G 'IN ALCOHOL, DRUG ABUSE ED JN, SN YEAR'
FY9H 'IN SPEC PROG FOR ED HANDICAP JN, SN YEAR'
FY9I 'IN SPEC ED PROG FOR PHYS HANDI JN, SN YR'
FY9J 'IN CAREER ED COURSE JUNIOR, SENIOR YEAR'
FY9K 'IN DRIVER ED JUNIOR OR SENIOR YEAR'
FY9L 'IN COMPUTER PROGRAMMING JUNIOR,SENIOR YR'
FY11A 'HEARD OF, WAS IN CO-OP PROGRAM'
FY11B 'HEARD OF, WAS IN H.S. VOCTNL ED WRK-STUD'
FY11C 'HEARD OF, WAS IN TALENT SEARCH'
FY11D 'HEARD OF, WAS IN UPWARD BOUND'
FY11E 'HEARD OF, WAS IN CONTINUATION H.S.'
FY11F 'HEARD OF, WAS IN ALTERNATIVE H.S.'
FY11G 'HEARD OF, WAS IN SPEC SCHL FOR PREG GIRL'
FY11H 'HEARD OF, WAS IN CETA WORK PROGRAMS'
FY11I 'HEARD OF, WAS IN JUNIOR ROTC'

FY13A 'ENGLISH COURSE FOR NONENGLISH STUDENTS'
FY13B 'READING, WRITING IN 1ST LANGUAGE'
FY13C 'OTHER SUBJECTS IN 1ST LANGUAGE'
FY13D 'HISTORY, CULTURE OF ANCESTORS'
FY14 'AMOUNT TEACHING IN 1ST LANGUAGE THRU H.S'
TY18 'HIGH SCHOOL EDUCATION COMPLETED?'

Rural-urban code

SCHURB 'ORIGNL SCH CIC URBANZN CODE'
FY100 TYPE COMMUNITY LIVED IN 1ST WEEK FEB 82
SY6 TYPE COMMUNITY LIVD IN 1ST WK FEB 84
SY7 DISTANCE FROM SR HS COMMUNITY
TY6B HOW FAR IS RES. FR PLACE WHERE SR. IN HS
HSURBAN H.S. URBANICITY
COMTYPE COMMUNITYTYPE

HS&B (Senior Cohort Base Year, First, Second and Third Followup Files)

Post high school mobility

FE4 'LOCATION WHERE R LIVED 1ST WEEK FEB 82'
FE5 'HOW FAR FROM COMM, CITY WHEN SENIOR IN H'
SE6 'TYPE COMMUNITY LIVED IN 1ST WK FEB 84'
SE7 'DISTANCE FROM SR HS COMMUNITY'
TE6B 'HOW FAR IS RES. FR PLACE WHERE SR. IN HS'

Post high school experience

EDATTAIN 'EDUCATION ATTAINMT'
FE1A 'WORKING FOR PAY 1ST WEEK FEB 82'
FE1B 'ATTENDING COLLEGE 1ST WEEK FEB 82'
FE1C 'TAKING VOC, TECH COURSES 1ST WEEK FEB 82'
FE1D 'IN APPREN,GOVT TRNG PROG 1ST WEEK FEB 82'
FE1E 'ACTIVE DUTY ARMED FORCES 1ST WEEK FEB 82'
FE1F 'HOMEMAKER, NO OTHER JOB 1ST WEEK FEB 82'
FE1G 'TEMPORARY LAYOFF 1ST WEEK FEB 82'
FE6 'COMPLETED HIGH SCHOOL?'
FE9A 'WORKING FOR PAY 1ST WEEK OCT 81'
FE9B 'ATTENDING COLLEGE 1ST WEEK OCT 81'
FE9C 'TAKING VOC, TECH COURSES 1ST WEEK OCT 81'
FE9D 'IN APPREN,GOVT TRNG PROG 1ST WEEK OCT 81'
FE9E 'ACTIVE DUTY ARMED FORCES 1ST WEEK OCT 81'
FE9F 'HOMEMAKER, NO OTHER JOB 1ST WEEK OCT 81'
FE9G 'ON TEMPORARY LAYOFF 1ST WEEK OCT 81'
FE9H 'LOOKING FOR WORK 1ST WEEK OCT 81'
SE3A 'WORKG FOR PAY 1ST WK FEB 84'

SE3B 'TKG VOC,TECH COURS 1ST WK FEB 84'
SE3C 'TKG ACAD COURS 1ST WK FEB 84'
SE3D 'TKG GRAD,PROF COURS 1ST WK FEB 84'
SE3E 'APPREN,GOVT TRNG PROG 1ST WK FEB 84'
SE3F 'ACTIVE DUTY ARMD FRCS 1ST WK FEB 84'
SE3G 'KEEPG HOUSE 1ST WK FEB 84'
SE3H 'TEMP LAYOFF 1ST WK FEB 84'
SE3I 'LOOKG FOR WORK 1ST WK FEB 84'
SE8A 'WORKG FOR PAY 1ST WK OCT 83'
SE8B 'TKG VOC,TECH COURS 1ST WK OCT 83'
SE8C 'TKG ACAD COURS 1ST WK OCT 83'
SE8D 'TKG GRAD,PROF COURS 1ST WK OCT 83'
SE8E 'APPREN,GOVT TRNG PROG 1ST WK OCT 83'
SE8F 'ACTIVE DUTY ARMD FRCS 1ST WK OCT 83'
SE8G 'KEEPG HOUSE 1ST WK OCT 83'
SE8H 'TEMP LAYOFF 1ST WK OCT 83'
SE8I 'LOOKG FOR WORK 1ST WK OCT 83'
SE13 'COMPLETED HIGH SCH'
TE3A 'WORKING FOR PAY 1ST WK FEB 86'
TE3B 'TAKING VOC,TECH COURSES 1ST WK FEB 86'
TE3C 'TAKING ACADEMIC COURSES 1ST WK FEB 86'
TE3D 'TAKING GRAD,PROF COURSES 1ST WK FEB 86'
TE3E 'APPRENTICE,GOVT TRNG PROG 1ST WK FEB 86'
TE3F 'ACTIVE DUTY ARMED FORCES 1ST WK FEB 86'
TE3G 'KEEPING HOUSE 1ST WK FEB 86'
TE3H 'ON TEMPORARY LAYOFF 1ST WK FEB 86'
TE3I 'LOOKING FOR WORK 1ST WK FEB 86'
TE13 'WORKED FULL-TIME BTWN MARCH 84 & FEB 86?'
TE18 'HIGH SCHOOL EDUCATION COMPLETED?'

Employment/earnings

JOBSOC80 'EMPLOYMENT STATUS 10/80'
JOBSFE81 'EMPLOYMENT STATUS 2/81'
JOBSOC81 'EMPLOYMENT STATUS 10/81'
JOBSFE82 'EMPLOYMENT STATUS 2/82'
JOBSOC82 'EMPLOYMENT STATUS 10/82'
JOBSFE83 'EMPLOYMENT STATUS 2/83'
JOBSOC83 'EMPLOYMENT STATUS 10/83'
JOBSFE84 'EMPLOYMENT STATUS 2/84'
BB018 'AGE FIRST WORKED FOR PAY'
BB019 'WORKED FOR PAY LAST WEEK'
BB022 'HOURS WORKED PER WEEK'
BB023 'EARNING PER HOUR AT WORK'
BB024 'TYPE OF WORK MOST RECENT JOB'
BB025 'EMPLOYER, CETA, GOVT., OR PRIVATE'

EB030 'WORKED HRS-WEEK LAST SUMMER-79'
EB031 'WORKED HRS-WEEK LAST SCHOOL YEAR'
EB034 'ACCEPTED IN ARMED SERVICES'
FE24A1 'OCCUPATION 1ST JOB AFTER H.S.'
FE24B1 'OCCUPATION 2ND JOB AFTER H.S.'
FE24C1 'OCCUPATION 3RD JOB AFTER H.S.'
FE24D1 'OCCUPATION 4TH JOB AFTER H.S.'
FE24E1 'OCCUPATION 5TH JOB AFTER H.S.'
FE24A2 'BUSINESS, INDUSTRY OF 1ST JOB AFTER H.S.'
FE24B2 'BUSINESS, INDUSTRY OF 2ND JOB AFTER H.S.'
FE24C2 'BUSINESS, INDUSTRY OF 3RD JOB AFTER H.S.'
FE24D2 'BUSINESS, INDUSTRY OF 4TH JOB AFTER H.S.'
FE24E2 'BUSINESS, INDUSTRY OF 5TH JOB AFTER H.S.'
FE24A4 'TYPE EMPLOYEE 1ST JOB AFTER H.S.'
FE24B4 'TYPE EMPLOYEE 2ND JOB AFTER H.S.'
FE24C4 'TYPE EMPLOYEE 3RD JOB AFTER H.S.'
FE24D4 'TYPE EMPLOYEE 4TH JOB AFTER H.S.'
FE24E4 'TYPE EMPLOYEE 5TH JOB AFTER H.S.'
FE24A7R 'STARTING SALARY 1ST JOB AFTER HS <HR,WK>'
FE24A7S 'STARTING SALARY 1ST JOB AFTER H.S.'
FE24B7R 'STARTING SALARY 2ND JOB AFTER HS <HR,WK>'
FE24B7S 'STARTING SALARY 2ND JOB AFTER H.S.'
FE24C7R 'STARTING SALARY 3RD JOB AFTER HS <HR,WK>'
FE24C7S 'STARTING SALARY 3RD JOB AFTER H.S.'
FE24A8R 'SALARY NOW OR WHEN LEFT 1ST JAHS <HR,WK>'
FE24A8S 'SALARY NOW OR WHEN LEFT 1ST JOB AFTER HS'
FE24B8R 'SALARY NOW OR WHEN LEFT 2ND JAHS <HR,WK>'
FE24B8S 'SALARY NOW OR WHEN LEFT 2ND JOB AFTER HS'
FE24C8R 'SALARY NOW OR WHEN LEFT 3RD JAHS <HR,WK>'
FE24C8S 'SALARY NOW OR WHEN LEFT 3RD JOB AFTER HS'
FE24A9 '# HRS PER WK USUALLY WORKED 1ST JOB AHS'
FE28A 'AMOUNT OF TIME WORKING WITH THINGS'
FE28B 'AMOUNT OF TIME DOING PAPERWORK'
FE28C 'AMOUNT OF TIME WORKING WITH IDEAS'
FE28D 'AMOUNT OF TIME DEALING WITH PEOPLE'
FE29 'NOT W-OUT JOB,LKNG FOR WORK 6-80 TO 2-82'
FE29BR 'LOWEST SALARY ACCEPTED <HR,WK,YR>'
FE29BS 'LOWEST SALARY ACCEPTED <WAGE>'
FE54 'SERVED IN REG ARMED FORCES,RESRV,ETC'
FE54H 'CURRENTLY ON ACTIVE DUTY'
SE46 'HELD ANY JOB BETW MARCH 82 AND FEB 84'
SE47A '1ST JOB - OCCUPATION'
SE47B '1ST JOB - INDUSTRY'
SE47D '1ST JOB - EMPLOYMENT ARRANGEMENT'
SE47GA '1ST JOB - GROSS STARTING SALARY'

SE47GB '1ST JOB - STARTING PAY SCHEDULE'
SE47HA '1ST JOB - GROSS FINAL SALARY'
SE48A '2ND JOB - OCCUPATION'
SE48B '2ND JOB - INDUSTRY'
SE48D '2ND JOB - EMPLOYMENT ARRANGEMENT'
SE48GA '2ND JOB - GROSS STARTING SALARY'
SE48GB '2ND JOB - STARTING PAY SCHEDULE'
SE48HA '2ND JOB - GROSS FINAL SALARY'
SE49A '3RD JOB - OCCUPATION'
SE49B '3RD JOB - INDUSTRY'
SE49D '3RD JOB - EMPLOYMENT ARRANGEMENT'
SE49GA '3RD JOB - GROSS STARTING SALARY'
SE49GB '3RD JOB - STARTING PAY SCHEDULE'
SE49HA '3RD JOB - GROSS FINAL SALARY'
SE51 'HELD FULL-TIME JOB BETW HS AND FEB 84'
TE7 'HAVE JOB BTWN MAR 84 AND PRESENT'
TE8A '1ST JOB OR OCCUPATION'
TE8B '1ST JOB BUSINESS OR INDUSTRY'
TE8D '1ST JOB - JOB STATUS...'
TE8GA '1ST JOB STARTING SALARY'
TE8GB '1ST JOB STARTING SALARY WAGE SCHEDULE'
TE8HA '1ST JOB - CURRENT SALARY'
TE8HB '1ST JOB CURRENT SALARY - WAGE SCHEDULE'
TE9A '2ND JOB OR OCCUPATION'
TE9B '2ND JOB BUSINESS OR INDUSTRY'
TE9D '2ND JOB - JOB STATUS...'
TE9GA '2ND JOBSTARTING SALARY'
TE9GB '2ND JOB STARTING SALARY - WAGE SCHEDULE'
TE9HA '2ND JOB - CURRENT SALARY'
TE9HB '2ND JOB CURRENT SALARY - WAGE SCHEDULE'
TE10A '3RD JOB OR OCCUPATION'
TE10B '3RD JOB BUSINESS OR INDUSTRY'
TE10D '3RD JOB - JOB STATUS...'
TE10GA '3RD JOB STARTING SALARY'
TE10GB '3RD JOB STARTING SALARY - WAGE SCHEDULE'
TE10HA '3RD JOB - CURRENT SALARY'
TE10HB '3RD JOB CURRENT SALARY - WAGE SCHEDULE'

Post secondary education

FE33J1 'IN VOCNL OR ACDMC PROG 1ST SCHOOL AHS'
FE33J2 'IN VOCNL OR ACDMC PROG 2ND SCHOOL AHS'
FE33J3 'IN VOCNL OR ACDMC PROG 3RD SCHOOL AHS'
FE34 'VOCNL OR ACDMC PROG LAST MNTH, LAST SCHL'
FE34A 'VOCNL FIELD MOST RECENT MNTH, LAST SCHL'
FE34B 'ACADMC FIELD MOST RECENT MNTH, LAST SCHL'

FE35A 'NO CERT,DEGR STUDIED FOR LAST MNTH,L SCL'
FE35B 'STUDIED FOR CERTFT MOST RCNT MNTH,L SCL'
FE35C 'STUDIED FOR LICENSE MOST RNT MNTH,LST SL'
FE35D 'STUDY FOR 2,3 YR VOC DEGR LAST MNTH ENRL'
FE35E 'STUDY FOR 2 YR ACDMC DEGR LAST MNTH ENRL'
FE35F 'STUDY FOR 4,5 YR BACH DEGR LAST MNTH ENR'
FE35G 'STUDY FOR OTHER CERT,DEGR LAST MNTH ENRL'
SE24A 'MATHEMATICS'
SE24B 'ENGLISH-LITERATURE'
SE24C 'NON-ENGLISH LANGUAGE'
SE24D 'HISTORY-SOCIAL SCIENCE'
SE24E 'SCIENCE'
SE15 'WENT TO POSTSECONDARY SCH'

Received public assistance
FE68CA 'AMNT PUBLIC ASSTWELFAREAFDC IN 80'
FE68DA 'R^S UNEMPL COMP FOR 80'
FE68AB 'R^S WAGESSALARIESETC IN 81'
FE68CB 'AMNT PUBLIC ASSTWELFAREETC IN 81'
FE68DB 'R^S UNEMPL COMP IN 81'
SE68G82 '1982 OWN UNEMPLYMT COMPNSN'
SE68G83 '1983 OWN UNEMPLYMT COMPNSN'
TE17 'OUT OF WORK SINCE MARCH 84?'
TE17D84 'RECEIVE UNEMPLOYMENT INSURANCE - 84?'
TE17D85 'RECEIVE UNEMPLOYMENT INSURANCE - 85?'
TE17D86 'RECEIVE UNEMPLOYMENT INSURANCE - 86?'

High school program participation/completion
BB002 'HIGH SCHOOL PROGRAM'
EB035A 'EMPHASIS ON ACADEMIC SUBJECTS'
EB035B 'EMPHASIS ON VOCATIONAL COURSES'
EB035C 'NOT ENOUGH PRACTICAL WORK IN SCHOOL'
EB035D 'SCHOOL PROVIDED COUNSELING FOR EDUC'
EB035E 'SCHOOL PROVIDED COUNSELING FOR WORK'
FE1B 'ATTENDING COLLEGE 1ST WEEK FEB 82'
FE1C 'TAKING VOC, TECH COURSES 1ST WEEK FEB 82'
FE1D 'IN APPREN,GOVT TRNG PROG 1ST WEEK FEB 82'
FE6 'COMPLETED HIGH SCHOOL?'
FE9B 'ATTENDING COLLEGE 1ST WEEK OCT 81'
FE9C 'TAKING VOC, TECH COURSES 1ST WEEK OCT 81'
FE9D 'IN APPREN,GOVT TRNG PROG 1ST WEEK OCT 81'
HSGRADES 'H.S. G.P.A.'
HSPROG 'H.S. PGM'
HSDIPLOM 'H.S. DIPLOMA'

Rural-urban code

SCHURB 'ORIGINAL SCHOOL CIC URBANIZATION CODE'
HSURBAN 'H.S. URBANICITY'
COMTYPE 'COMMUNITY TYPE'
FE4 'LOCATION WHERE R LIVED 1ST WEEK FEB 82'
SE6 'TYPE COMMUNITY LIVED IN 1ST WK FEB 84'

NLS72 (Base Year up to the Fourth Followup Files)

Employment experience

BQ33 'DOES STUDENT HAVE DEFINITE FULL TIME JOB LINED UP'
BQ34 'WOULD STUDENT BE WILLING TO MOVE TO GET JOB'
FQ1A 'ARE YOU WORKING FULL OR PART TIME'
FQ1B 'ARE YOU TAKING COURSES VOC. OR TECH'
FQ1C 'ARE YOU TAKING COURSES ACADEMIC'
FQ1D 'ARE YOU ON ACTIVE DUTY'
FQ1E 'ARE YOU A HOMEMAKER'
FQ1F 'ARE YOU TEMPORARILY OUT OF WORK'
FQ16A 'WORK FULL OR PART TIME OCT 1974'
FQ16B 'TAKING VOC TECH COURSES OCT 1974'
FQ16C 'TAKING ACADEMIC COURSES OCT 1974'
FQ16D 'ON ACTIVE DUTY OCT 1974'
FQ16E 'HOMEMAKER OCT 1974'
FQ48A 'HOLD JOB ANY KIND 1ST WK OCT 1973'
FQ48BA 'DID NOT WANT TO WORK'
FQ48BB 'ON TEMP LAYOFF OR WAITING'
FQ48BC 'WAS FULL-TIME HOMEMAKER'
FQ48BD 'GOING TO SCHOOL'
FQ48BE 'NOT ENOUGH JOB OPENINGS AVAILABLE'
FQ49A 'DESCRIBE JOB HELP 1ST WK OCT 1973'
FQ49E 'WHAT TYPE OF EMPLOYEE'
FQ58C 'NUMBER EMPLOYERS OCT 72-OCT 73'
SQ1A 'WHAT WERE YOU DOING 10/1/74? WORKING'
SQ1B 'WHAT WERE YOU DOING 10/1/74? 2-4 YR COLLEGE'
SQ1C 'WHAT WERE YOU DOING 10/1/74? VOC. OR TECH. COURSES'
SQ1D 'WHAT WERE YOU DOING 10/1/74? ACTIVE DUTY'
SQ1E 'WHAT WERE YOU DOING 10/1/74? HOMEMAKER'
SQ1F 'WHAT WERE YOU DOING 10/1/74? TEMP. LAY-OFF'
SQ1G 'WHAT WERE YOU DOING 10/1/74? OTHER'
SQ74 'FROM 10/73 THROUGH 10/74, DID YOU HOLD A JOB OF ANY KIND?'
SQ75 'WERE YOU WORKING DURING 10/1/74?'.
SQ76A 'WHAT KIND OF JOB DID YOU HOLD DURING 10/1/74?'
SQ76E 'WHAT TYPE OF EMPLOYEE WERE YOU DURING THE
FIRST WEEK OF 10/7'

SQ88 'WERE YOU WORKING AT ANY OTHER JOB IN 10/1/74 AT'
SQ97 'FROM OCTOBER 1973 TO OCTOBER 1974, HOW MANY WEEKS DID YOU WO'
SQ98 'FROM OCTOBER 1973 TO OCTOBER 1974, HOW MANY DIFFERENT EMPLOY'
SQ99 'FROM OCTOBER 1973 TO OCTOBER 1974, HOW MANY WEEKS WERE YOU L'
SQ100A 'WERE YOU EMPLOYED DURING THE MONTH OF SEPTEMBER 1974?'
WORK72 'WORK COMPOSITE FOR 1972'
WORK73 'WORK COMPOSITE FOR 1973'
TQ1A 'WHAT WERE YOU DOING 10/1/76? WORKING'
TQ1B 'WHAT WERE YOU DOING 10/1/76? GRAD OR PROF SCHOOL'
TQ1C 'WHAT WERE YOU DOING 10/1/76? 2-4 YEAR COLLEGE'
TQ1D 'WHAT WERE YOU DOING 10/1/76? VOC. OR TECH. COURSES'
TQ1E 'WHAT WERE YOU DOING 10/1/76? ACTIVE DUTY'
TQ1F 'WHAT WERE YOU DOING 10/1/76? HOMEMAKER'
TQ1G 'WHAT WERE YOU DOING 10/1/76? LAID OFF, LOOKING, WAITING'
TQ1H 'WHAT WERE YOU DOING 10/1/76? OTHER'
TQ9A 'WHAT WERE YOU DOING 10/1/75? WORKING'
TQ9B 'WHAT WERE YOU DOING 10/1/75? GRAD OR PROF SCHOOL'
TQ9C 'WHAT WERE YOU DOING 10/1/75? 2-4 YEAR COLLEGE'
TQ9D 'WHAT WERE YOU DOING 10/1/75? VOC. TECH. COURSES'
TQ9E 'WHAT WERE YOU DOING 10/1/75? ACTIVE DUTY'
TQ9F 'WHAT WERE YOU DOING 10/1/75? HOMEMAKER'
TQ9G 'WHAT WERE YOU DOING 10/1/75? LAID OFF, LOOKING, WAITING'
TQ9H 'WHAT WERE YOU DOING 10/1/75? OTHER'
TQ10 'WERE YOU WORKING AS OF 10/1/76?'
TQ13AD 'DESCRIBE THE JOB YOU HELD IN OCTOBER 1976.'
TQ13E 'WHAT TYPE OF EMPLOYEE WERE YOU AS OF 10/1/76?'
WORK74 'WORK COMPOSITE FOR 1974'
WORK76 'WORK COMPOSITE FOR 1976'
FT11 'SINCE LEAVING HIGH SCHOOL, HAVE YOU AT ANY TIME HELD A JOB O'
FT12AD 'DESCRIBE THE JOB YOU HELD THE FIRST WEEK OF OCTOBER 1979.'
FT12E 'WHAT TYPE OF EMPLOYEE WERE YOU THE FIRST WEEK OF OCTOBER 197'
FT12GA 'ARE YOU CURRENTLY WORKING AT THIS JOB?'
FT55AD 'DESCRIBE THE MOST RECENT JOB YOU HELD FROM THE FIRST OF NOV'
FT55E 'WHAT TYPE OF EMPLOYEE WERE YOU IN THE MOST RECENT JOB NOV 76'
FT60A 'FROM OCTOBER 76 TO OCTOBER 77 HOW MANY EMPLOYERS DID YOU WOR'
FT60B 'FROM OCTOBER 77 TO OCTOBER 78 HOW MANY EMPLOYERS DID YOU WOR'
FT60C 'FROM OCTOBER 78 TO OCTOBER 79 HOW MANY EMPLOYERS DID YOU WOR'
FT61A 'FROM OCTOBER 76 TO OCTOBER 77 HOW MANY WEEKS DID YOU WORK AL'
FT61B 'FROM OCTOBER 77 TO OCTOBER 78 HOW MANY WEEKS DID YOU WORK AL'
FT61C 'FROM OCTOBER 78 TO OCTOBER 79 HOW MANY WEEKS DID YOU WORK AL'
FT62A 'FROM 10/76 TO 10/77 HOW LONG WERE YOU NOT WORKING BUT LOOKIN'
FT62B 'FROM 10/77 TO 10/78 HOW LONG WERE YOU NOT WORKING BUT LOOKIN'
FT62C 'FROM 10/78 TO 10/79 HOW LONG WERE YOU NOT WORKING BUT LOOKIN'
WORK79 'F4FU WORK COMPOSITE FOR 1979'
FI3A 'WORKING FOR PAY 1ST WK FEB 86'

FI3F 'ACTIVE DUTY ARMED FORCES 1ST WK FEB 86'
FI3G 'KEEPING HOUSE 1ST WK FEB 86'
FI3H 'ON TEMPORARY LAYOFF 1ST WK FEB 86'
FI6 'HAVE JOB BTWN OCT 79 AND PRESENT?'
FI7A 'MOST RECENT OCCUPATION'
FI7B 'MOST RECENT BUSINESS OR INDUSTRY'
FI7D 'MOST RECENT JOB - JOB STATUS...'

Mobility

FQ6A 'LOCATION OF PLACE LIVED OCT. 1973'
FQ6B 'HOW FAR FROM PLACE LIVED AS SENIOR'
SQ4 'WHICH OF THE FOLLOWING BEST DESCRIBES THE PLACE YOU LIVED 10'
SQ5 'IS THIS THE SAME CITY OR COMMUNITY WHERE YOU LIVED IN OCTOBE'
SQ6 'HOW FAR IS THIS FROM WHERE YOU LIVED IN OCTOBER 1973?'
SQ7 'WHAT WAS THE MAIN REASON YOU MOVED TO THE PLACE WHERE YOU LI'
SQ102 'WOULD YOU BE WILLING TO MOVE TO ANOTHER CITY OR COMMUNITY FO'
TQ4 'WHICH OF THE FOLLOWING BEST DESCRIBES THE PLACE YOU LIVED 10'
TQ5 'IS THIS THE SAME CITY OR COMMUNITY WHERE YOU LIVED IN OCTOBE'
TQ6 'HOW FAR IS THIS FROM WHERE YOU LIVED IN OCTOBER 1974?'
TQ7 'WHAT WAS THE MAIN REASON YOU MOVED TO THE PLACE WHERE YOU LI'
TQ15 'HOW MANY HOURS DID YOU WORK ON THIS JOB IN AN AVERAGE WEEK?'
TQ16 'IN AN AVERAGE WEEK, APPROXIMATELY HOW MUCH DID YOU EARN AT T'
FT2 'WHERE DID YOU LIVE DURING THE FIRST WEEK OF OCTOBER 1979?'
FT4 'WHICH BEST DESCRIBES THE PLACE YOU LIVED IN THE FIRST WEEK O'
FT5 'WHAT WAS THE MAIN REASON YOU CHOSE TO LIVE WHERE YOU LIVED I'
FT6 'HOW FAR IS THIS FROM THE CITY OR COMMUNITY WHERE YOU LIVED I'
FT7 'HOW FAR IS THIS FROM WHERE YOU LIVED IN THE SPRING,1972,WHEN'
FI5 'LOCATION OF HOME 1ST WK OCT 79'

School provided training

FQ59A 'HIGH SCHOOL EMPLOYMENT SERVICE'
FQ59B 'OTHER SCHOOL OR COL PLACEMT SERVIC'
FQ60A 'RECEIVE SPECIALIZED TRAINING IN HS'
FQ60B 'AREA OF TRAINING (6 DIGIT FIELD OF STUDY)'
FQ61 'WORKED IN JOB WHERE COULD USE TRNG'
FQ62A 'BEEN ABLE TO APPLY ALMOST EVERYTHG'
FQ62B 'BEEN ABLE TO APPLY BASIC PRINCIPLS'
FQ62C 'WOULD HAVE LIKED MORE EXPERIENCE'
FQ62D 'TRAINING DIFFERENT THAN ON JOB'
FQ62E 'HS TRAINING USEFUL IN ON-JOB TRNG'
FQ62F 'TRAINED WITH EQUIP NOT USED ON JOB'
FQ62G 'COULD HAVE GOTTEN JOB WITHOUT TRNG'
FQ62H 'TOOK COURSEWK NOT HELPFUL ON JOB'

SQ71 'DID YOU FIND WORK FOR WHICH YOU COULD USE WHAT YOU LEARNED?'

SQ73 'HOW WELL DID YOUR TRAINING PREPARE YOU FOR THIS WORK?'

Rural-urban code

COMMUNIT 'LOCATION OF SCHOOL--COMMUNITY TYPE'
SQ4 'WHICH OF THE FOLLOWING BEST DESCRIBES THE PLACE YOU LIVED 10'
COMM72 'COMMUNITY COMPOSITE FOR 1972'
COMM73 'COMMUNITY COMPOSITE FOR 1973'
COMM74 'COMMUNITY COMPOSITE FOR 1974'
COMM76 'COMMUNITY COMPOSITE FOR 1976'

Research Issue: Assess SEA role in rural education

SASS (1987-88 Public School Administrator File)

SEA role on decision making

ASC102 ESTABLISH CURRICULUM- SCH DIST/GOV BOARD
ASC103 ESTABLISHING CURRICULUM- PRINCIPAL/HEAD
ASC104 ESTABLISHING CURRICULUM- TEACHERS
ASC105 HIRE FT TEACHERS- SCH DIST/GOV BOARD
ASC106 HIRE FT TEACHERS- PRINCIPAL/HEAD
ASC107 HIRE FT TEACHERS- TEACHERS
ASC108 SET DISCIPLINE POLICY-SCH DIST/GOV BOARD
ASC109 SETTING DISCIPLINE POLICY-PRINCIPAL/HEAD
ASC110 SETTING DISCIPLINE POLICY- TEACHERS

Rural-urban code

AREASTRM (digit 2) STRATUM CODE FOR AREAS SAMPLE PSU'S

Also available from the School File by merging the School File with the Administrator File.

SASS (1990-91 Public School Administrator File)

SEA role on decision making

SEACURRC 'ACT INFLU-ESTABLISH CURRC:STATE DEPT OF ED'
BRDCURRC 'ACT INFLU-ESTABLISH CURRC:SCH/GOVERN BOARD'
PRNCURRC 'ACT INFLU-ESTABLISH CURRC:PRINCIPAL/HEAD'
TEACURRC 'ACT INFLU-ESTABLISH CURRC:TEACHERS'
LIBCURRC 'ACT INFLU-ESTABLISH CURRC:LIBRARIANS/MEDIA SPEC
PARCURRC 'ACT INFLU-ESTABLISH CURRC:PARENT ASSOCIATION'
SEADISPL 'ACT INFLU-SET DISCIPLINE POLICY:STATE DEPT OF ED'
BRDDISPL 'ACT INFLU-SET DISCIPLINE POLICY:SCH BOARD'
PRNDISPL 'ACT INFLU-SET DISCIPLINE POLICY:PRINCIPAL/HEAD'
TEADISPL 'ACT INFLU-SET DISCIPLINE POLICY:TEACHERS'
PARDISPL 'ACT INFLU-SET DISCIPLINE POLICY:PARENT ASC'

Rural-urban code

LOCALE 'COMMUNITY TYPE OR UBRANICITY'
URBANIC '3-LEVEL LOCALE'

Research Issue: Assess teacher education institutions' role in rural education

SASS (1990-91 Teacher Followup File)

Academic training

TFS014 'MAIN ACTIVITY NEXT YEAR'
TFS015 'EARNED NEW DEGREES IN PAST YEAR'
TFS016 'MONTH EARNED THIS DEGREE'
TFS017 'YEAR EARNED THIS DEGREE'
TFS018 'TYPE OF DEGREE'
TFS019 'MAJOR FIELD OF STUDY FOR NEW DEGREE'
TFS020 'EARNED THIS DEGREE FOR WHAT PURPOSE'
TFS021 'ENROLLED IN A DEGREE PROGRAM'
TFS022 'PURSUING WHAT TYPE OF DEGREE'
TFS023 'MAJOR FIELD OF STUDY FOR PURSUED DEGREE'
TFS024 'PURPOSE PURSUING DEGREE'
TFS025 'PLAN TO RETURN TO TEACHING'
TFS026 'RETURN TO TEACHING WHEN'
TSC040 'HAVE A BACHELORS DEGREE'
TSC041 'BACHELORS DEGREE MAJOR FIELD OF STUDY'
TSC042 'YEAR RECEIVED BACHELORS DEGREE'
TSC043 'HAVE A 2ND MAJOR/MINOR FIELD OF STUDY'
TSC044 'SECOND MAJOR OR MINOR FIELD OF STUDY'
TSC045 'HAVE A MASTERS DEGREE'
TSC046 'MASTER DEGREE MAJOR FIELD OF STUDY'
TSC047 'YEAR RECEIVED MASTERS DEGREE'
TSC048 'HAVE ANY OTHER TYPE OF DEGREE'
TSC049 'HAVE EARNED AN ASSOCIATE DEGREE'
TSC050 'MAJOR FIELD OF STUDY FOR ASSOC DEGREE'
TSC051 'YEAR RECEIVED ASSOCIATE DEGREE'
TSC052 'HAVE EARNED AN ED SPEC/PROF DIPLOMA'
TSC053 'MAJOR STUDY FIELD FOR ED SPEC/PROF DPLMA'
TSC054 'YEAR RECEIVED ED SPEC/PROF DIPLOMA'
TSC055 'EARNED A DOCTORATE / 1ST PROF DEGREE'
TSC056 'MAJOR FIELD OF STUDY FOR DOCTORATE'

College course taking

TSC057 'YEAR RECEIVED DOCTORATE/1ST PROF DEGREE'
TSC062 'COLLEGE LEVEL COURSES / TEACHING METHODS'
TMEDUCRS 'CATEGORIZED # UNDERGRD CRSES TCH.METH/ED'
TMEDGCRS 'CATEGORIZED # GRADUATE CRSES TCH.METH/ED'
TSC065 'MAIN ASSIGN PREKIND/ GENL ELEM/ SPEC ED'
TSC066 'COLLEGE LEVEL COURSES IN MAIN TEACH SUBJ'
MAINUCRS 'CATEGORIZED # UNDERGRAD CRSES MAIN FIELD'

MAINGCRS 'CATEGORIZED # GRADUATE CRSES MAIN FIELD'
TSC077 'TAKEN UNDERGRAD/GRAD COURSES IN MATH'
TSC078 'NMBR UNDERGRADUATE COURSES IN MATH'
TSC079 'NMBR GRADUATE COURSES IN MATH'
TSC080 'TAKEN UNDERGRAD/GRAD COURSES IN COMP SCI'
TSC081 'NMBR UNDERGRADUATE COURSES IN COMP SCI'
TSC082 'NMBR GRADUATE COURSES IN COMP SCIENCE'
TSC083 'TAKEN UNDERGRAD/GRAD COURSES IN BIOL SCI (Y/N)'
TSC084 'NMBR UNDERGRADUATE COURSES IN BIOL SCI'
TSC085 'NMBR GRADUATE COURSES IN BIOL SCIENCE'
TSC086 'TAKEN UNDERGRAD/GRAD COURSES IN CHEMSTRY (Y/N)'
TSC087 'NMBR UNDERGRADUATE COURSES IN CHEMISTRY'
TSC088 'NMBR GRADUATE COURSES IN CHEMISTRY'
TSC089 'TAKEN UNDERGRAD/GRAD COURSES IN PHYSICS (Y/N)'
TSC090 'NMBR UNDERGRADUATE COURSES IN PHYSICS'
TSC091 'NMBR GRADUATE COURSES IN PHYSICS'
TSC092 'TAKEN UNDERGRAD/GRAD COURSES / EARTH SCI (Y/N)'
TSC093 'NMBR UNDERGRADUATE COURSES IN EARTH SCI'
TSC094 'NMBR GRADUATE COURSES IN EARTH SCI'
TSC095 'TAKEN UNDERGRAD/GRAD COURSES / OTHER SCI (Y/N)'
TSC096 'NMBR UNDERGRADUATE COURSES IN OTHER SCI'
TSC097 'NMBR GRADUATE COURSES IN OTHER SCI'
TSC098 'ATTENDED IN-SERVICE TRAINING OF 30+ HRS'
TSC099 'TRAINING IN MAIN TEACHING ASSIGNMENT'
TSC100 'MAJOR PURPOSE FOR TAKING THIS TRAINING'

Teaching assignment

TFS027 'TEACH AT WHICH LEVEL: PRE-KIND'
TFS028 'TEACH AT WHICH LEVEL: ELEM + KIND'
TFS029 'TEACH AT WHICH LEVEL: JR/MIDDLE'
TFS030 'TEACH AT WHICH LEVEL: HIGH'
TFS031 'TEACH AT WHICH LEVEL: POSTSEC'
TFS104 'CURRENT 1991-92 STATUS'
TFS105 'SECONDARY STATUS'
TFS106 'TIME EQUALLY DIV BTWN PRIM/SECNDRY STAT'
TFS107 'CURRENT POSITION AS A SCHOOL EMPLOYEE'
TFS108 'CURRENT POSITION AS A TEACHER AT SCHOOL'
TFS109 '1991-92 TEACHING ASSIGNMENT'
TFS110 'FT EMPLOYEE WITH LESS THAN FT TCHG ASGMT'
TFS111 'CURRENT 1991-92 TEACHING ASSIGNMENT'
TFS112 'TCHING SCHED EQUALLY DIV ACROSS 2 FIELDS'
TFS113 'HAVE A SECONDARY TCHING ASSIGNMENT FIELD'
TFS114 'FIELD TEACH THE SECOND MOST CLASSES'
TFS121 'GRADE LVLS OF STD THIS SCHOOL: UNGRADED'
TFS122 'GRADE LVLS OF STD THIS SCHOOL: PRE-KIND'

TFS123 'GRADE LVLS OF STD THIS SCHOOL: KINDER'
TFS124 'GRADE LVLS OF STD THIS SCHOOL: 1ST GRADE'
TFS125 'GRADE LVLS OF STD THIS SCHOOL: 2ND GRADE'
TFS126 'GRADE LVLS OF STD THIS SCHOOL: 3RD GRADE'
TFS127 'GRADE LVLS OF STD THIS SCHOOL: 4TH GRADE'
TFS128 'GRADE LVLS OF STD THIS SCHOOL: 5TH GRADE'
TFS129 'GRADE LVLS OF STD THIS SCHOOL: 6TH GRADE'
TFS130 'GRADE LVLS OF STD THIS SCHOOL: 7TH GRADE'
TFS131 'GRADE LVLS OF STD THIS SCHOOL: 8TH GRADE'
TFS132 'GRADE LVLS OF STD THIS SCHOOL: 9TH GRADE'
TFS133 'GRADE LVLS OF STD THIS SCHOOL: 10TH GRAD'
TFS134 'GRADE LVLS OF STD THIS SCHOOL: 11TH GRAD'
TFS135 'GRADE LVLS OF STD THIS SCHOOL: 12TH GRAD'
TFS136 'GRADE LVLS OF STD THIS SCHOOL: POSTSECND'
TSC011 'MAIN ASSIGNMENT AT THIS SCHOOL'
TSC012 'TEACH HOW MUCH AT THIS SCHOOL'
TSC013 'OTHER ASSIGNMENT AT THIS SCHOOL'
TSC014 'OTHER ASSIGNMENT AT THIS SCHOOL'
TSC015 'FULL-TIME EMPLOYEE AT THIS SCHOOL'
TSC016 'OTHER MAIN ACTIVITY'
TSC058 'MAIN TEACHING ASSIGNMENT AT THIS SCHOOL'
TSC059 'ASSIGNMENT EQUALLY BETWEEN 2 FIELDS'
TSC060 'TEACH CLASSES IN OTHER FIELDS HERE'
TSC061 'FIELD TEACH SECOND MOST CLASSES'
TSC072 'MAIN TEACHING ASSIGN CHANGED SINCE BEGAN'
TSC073 'PREVIOUS MAIN ASSIGNMENT FIELD'
TSC074 'NMBR CONSEC YEARS TEACHING CURR ASSIGN'
TSC075 'TEACH ANY 7-12 STUDENTS AT THIS SCHOOL'
TSC076 'TEACH ANY KIND OF SCIENCE AT THIS SCHOOL'

Certification

TFS032 'HAVE A "LIFETIME" TEACHING CERTIFICATE'
TFS033 'CHANGE IN CERT STATUS: NO CHANGE'
TFS034 'CHANGE IN CERT STATUS: YES-CERT LAPSED'
TFS035 'CHANGE IN CERT STATUS: YES-UPGR TO REG'
TFS036 'CHANGE IN CERT STATUS: YES-DIFF FIELD'
TFS037 'CHANGE IN CERT STATUS: OTHER CHANGE'
TFS038 'PLAN TO MAINTAIN/REINSTATE CERTIFICATE'
TFS115 'HAVE A TCHG CERT THIS STATE IN PRIM FLD'
TFS116 'TYPE OF CERTIFICATION IN PRIMARY FIELD'
TFS117 'CERTIFICATE GRANTED WITHIN LAST YEAR'
TFS118 'CERTIFICATE THIS STATE IN SECONDRY ASGMT'
TFS119 'TYPE OF CERTIFICATION IN SECONDRY ASGMT'
TFS120 'CERTIFICATE GRANTED LAST YEAR'

TSC101 'MAIN ASSIGN TEACHING CERT IN THIS STATE'
TSC102 'TYPE OF CERT HOLD IN THIS FIELD'
TSC103 'YR CERT MAIN TEACHING FIELD THIS STATE'
TSC104 'CERT IN OTHER TEACHING ASSIGN THIS STATE'
TSC105 'TYPE OF CERT IN OTHER TEACHING FIELD'
TSC106 'YR CERT OTHER TEACHING FIELD THIS STATE'

Leaving teaching profession

TFS039 'MAIN REASON FOR LEAVING TEACHING PROF'
TFS040 'HAVE A 2ND REASON FOR LEAVING TCHNG PROF'
TFS041 '2ND REASON FOR LEAVING TEACHING PROF'
TFS042 'HAVE A 3RD REASON FOR LEAVING TCHNG PROF'
TFS043 '3RD REASON FOR LEAVING TEACHING PROF'
TFS044 'DISSATISFIED WITH TEACHING AS CAREER'
TFS045 'MAIN AREA OF DISSAT WITH TEACHING'
TFS046 'HAVE A 2ND AREA OF DISSAT WITH TEACHING'
TFS047 '2ND AREA OF DISSAT WITH TEACHING'
TFS048 'HAVE A 3RD AREA OF DISSAT WITH TEACHING'
TFS049 '3RD AREA OF DISSAT WITH TEACHING'
TFS050 'EFFCTV STPS SCH MIGHT TAKE TO KEEP TCHRS'
TFS051 '2ND MOST EFFECTIVE STEP SCH MIGHT TAKE'
TFS052 '3RD MOST EFFECTIVE STEP SCH MIGHT TAKE'
TFS053 'MAIN OCCUPATIONAL STATUS IS "WORKING"'

Comparative job satisfaction

TFS054 'RATE TCHNG RELTV TO CURR OCCUPTN: SALARY'
TFS055 'RATE TCHNG RELTV/CURR OCC: OPP PROF ADVN'
TFS056 'RATE TCHNG RELTV/CURR OCC: MNGR RECOG'
TFS057 'RATE TCHNG RELTV/CURR OCC: SAFE ENVIRON'
TFS058 'RATE TCHNG RELTV/CURR OCC: INFL WRKPLCE'
TFS059 'RATE TCHNG RELTV/CURR OCC: CNTRL WORK'
TFS060 'RATE TCHNG RELTV/CURR OCC: PROF PRESTGE'
TFS061 'RATE TCHNG RELTV/CURR OCC: BENEFITS'
TFS062 'RATE TCHNG RELTV/CURR OCC: PERFORM EVAL'
TFS063 'RATE TCHNG RELTV/CURR OCC: WRKLD MNGBLTY'
TFS064 'RATE TCHNG RELTV/CURR OCC: AVAIL RESOUR'
TFS065 'RATE TCHNG RELTV/CURR OCC: GNL WORK COND'
TFS066 'RATE TCHNG RELTV/CURR OCC: JOB SECURITY'
TFS067 'RATE TCHNG RELTV/CURR OCC: PROF COLLEAGS'
TFS068 'RATE TCHNG RELTV/CURR OCC: INTEL CHLLNGE'
TFS069 'RATE TCHNG RELTV/CURR OCC: OVRAL JOB SAT'
TFS070 'HOW SATISFIED WITH: SALARY'
TFS071 'HOW SATISFIED WITH: OPP FOR PRFESS ADVAN'
TFS072 'HOW SATISFIED WITH: RECOG/SPPRT OF MNGRS'
TFS073 'HOW SATISFIED WITH: SAFTY OF ENVIRONMENT'

TFS074 'HOW SATISFIED WITH: INFL OVER WORKPLACE'
TFS075 'HOW SATISFIED WITH: AUTONOMY/CONTROL WRK'
TFS076 'HOW SATISFIED WITH: PROFESS PRESTIGE'
TFS077 'HOW SATISFIED WITH: BENEFITS'
TFS078 'HOW SATISFIED WITH: PROCED OF PERF EVAL'
TFS079 'HOW SATISFIED WITH: MNGEABLTY OF WORKLD'
TFS080 'HOW SATISFIED WITH: AVAIL OF JOB RESRCES'
TFS081 'HOW SATISFIED WITH: GNL WORK CONDTIONS'
TFS082 'HOW SATISFIED WITH: JOB SECURITY'
TFS083 'HOW SATISFIED WITH: PROF CALIBER COLLGS'
TFS084 'HOW SATISFIED WITH: INTELLEC CHALLENGE'
TFS085 'HOW SATISFIED WITH: OVERALL JOB SATISFAC'

Career path

TFS138 'TEACHING IN SAME SCHOOL AS LAST YEAR'
TFS139 'CURRENTLY TEACHING IN SAME STATE'
TFS140 'TEACHING IN IN WHICH STATE OR COUNTRY'
TFS141 'WHICH BEST DESCRIBES MOVE FROM LAST YEAR'
TFS142 'AFFILIATION OF PRIVATE SCHOOL'
TFS143 'MAIN REASON FOR LEAVING THE SCHOOL'
TFS144 'HAVE A SECOND REASON FOR LEAVING SCHOOL'
TFS145 'SECOND REASON FOR LEAVING SCHOOL'
TFS146 'HAVE A THIRD REASON FOR LEAVING SCHOOL'
TFS147 'THIRD REASON FOR LEAVING SCHOOL'
TFS148 'DISSATISFIED WITH THE PREVIOUS SCHOOL'
TFS149 'MAIN AREA OF DISSAT W/ TCHNG PREV SCHOOL'
TFS150 'HAVE 2ND AREA OF DISSAT TCHNG PREV SCH'
TFS151 '2ND AREA OF DISSAT TEACHING PREV SCHOOL'
TFS152 'HAVE 3RD AREA OF DISSAT TCHNG PREV SCH'
TFS153 '3RD AREA OF DISSAT TEACHING PREV SCHOOL'
TSC017 'YEAR BEGAN FIRST TEACHING POSITION'
TSC018 'MAIN ACTIVITY YEAR BEFORE BEGAN TEACHING'
TSC019 'PREVIOUS POSITION IN FIELD OF EDUCATION'
TSC020 'BUSINESS TYPE OF PREVIOUS POSITION'
TSC021 'TYPE OF WORK DONE IN PREVIOUS POSITION'
TSC022 'CLASSIFICATION OF SELF ON PREVIOUS JOB'
TSC023 'TAUGHT PREKINDERGARTEN - 1 YR OR MORE'
TSC024 'TAUGHT ELEM/KINDERGARTEN - 1 YR OR MORE'
TSC025 'TAUGHT MIDDLE/JUNIOR HIGH - 1 YR OR MORE'
TSC026 'TAUGHT SENIOR HIGH - 1 YR OR MORE'
TSC027 'TAUGHT POSTSECONDARY - 1 YR OR MORE'
TSC028 'TAUGHT ELEM/SECONDARY IN OTHER SECTOR'
FTPVT 'YRS TEACHING FULL-TIME IN PRIVATE SCHL'
PTPVT 'YRS TEACHING PART-TIME IN PRIVATE SCHL'
FTPUB 'YRS TEACHING FULL-TIME IN PUBLIC SCHL'

PTPUB 'YRS TEACHING PART-TIME IN PUBLIC SCHL'
TSC033 'TIMES HAD SERVICE BREAK OF 1 YR OR MORE'
TSC034 'BREAKS DUE TO STAFF REDUCTION OR LAY-OFF'
TSC035 'NUMBER OF BREAKS'
TSC036 'LENGTH OF MOST RECENT BREAK IN SERVICE'
TSC037 'CONSECUTIVE YEARS TEACHING SINCE BREAK'
TSC038 'YEAR BEGAN TEACHING IN THIS SCHOOL'
TSC039 'MAIN ACTIVITY YEAR PRIOR TO TCHING HERE'

Recent academic training

TFS154 'EARNED NEW DEGREES IN PAST YEAR'
TFS155 'EARNED THIS DEGREE WHEN'
TFS156 'YEAR EARNED THIS DEGREE'
TFS157 'TYPE OF DEGREE'
TFS158 'MAJOR FIELD OF STUDY FOR NEW DEGREE'
TFS159 'EARNED THIS DEGREE FOR WHAT PURPOSE'
TFS160 'ENROLLED IN A DEGREE PROGRAM'
TFS161 'PURSUING WHAT TYPE OF DEGREE'
TFS162 'MAJOR FIELD OF STUDY FOR PURSUED DEGREE'
TFS163 'PURPOSE PURSUING DEGREE'
TFS164 'PLAN TO REMAIN TEACHING FOR HOW LONG'
TFS165 'DO PLAN TO RETIRE IN HOW MANY YRS'
TFS166 'MAIN ACTIVITY DURING THE NEXT YEAR'

Job satisfaction

TFS170 'HOW SATISFIED WITH: SALARY'
TFS171 'HOW SATISFIED WITH: OPP FOR PRFESS ADVAN'
TFS172 'HOW SATISFIED WITH: RECOG/SPPRT OF MNGRS'
TFS173 'HOW SATISFIED WITH: SAFETY OF SCH ENVIRN'
TFS174 'HOW SATISFIED WITH: INFL SCH POLICY/PRAC'
TFS175 'HOW SATISFIED WITH: CNTRL OVER OWN CLASS'
TFS176 'HOW SATISFIED WITH: PROFESS PRESTIGE'
TFS177 'HOW SATISFIED WITH: BENEFITS'
TFS178 'HOW SATISFIED WITH: PROCED OF PERF EVAL'
TFS179 'HOW SATISFIED WITH: TEACHING LOAD'
TFS180 'HOW SATISFIED WITH: AVAIL CLASS RESOURCS'
TFS181 'HOW SATISFIED WITH: GENERL WORK CONDITNS'
TFS182 'HOW SATISFIED WITH: JOB SECURITY'
TFS183 'HOW SATISFIED WITH: PROF CALIBER COLLGS'
TFS184 'HOW SATISFIED WITH: INTELLEC CHALLENGE'
TFS185 'HOW SATISFIED WITH: STUD LEARNG MOTIV'
TFS186 'HOW SATISFIED WITH: SCH LEARNG ENVRNMNT'
TFS187 'HOW SATISFIED WITH: STUD DISCPLNE/BEHAV'
TFS188 'HOW SATISFIED WITH: CLASS SIZE'
TFS189 'HOW SATISFIED WITH: SUPPORT FROM PARENTS'

TFS190 'HOW SATISFIED WITH: SOCTY ESTEEM FOR TCH'
TFS191 'HOW SATISFIED WITH: OVERALL JOB SATISFAC'

Compensation and incomes

TFS192 'SUMR 1991 INCOME FOR TEACHING SUMR SCHL'
TFS193 'SUMR 1991 AMT EARNED IN TCHING SUMR SCHL'
TFS194 'SUMR 1991 INCOME FOR NONTCHING SUMR SCHL'
TFS195 'SUMR 1991 AMT EARNED NONTCHING SUMR SCHL'
TFS196 'SUMR 1991 INCOME FOR NONSCHOOL JOB'
TFS197 'SUMR 1991 AMT EARNED NONSCHOOL JOB'
TFS198 '91-92 ACADEMIC BASE YEAR SALARY'
TFS199 '91-92 SUPPLEMENTAL SCHOOL CONTRACTS'
TFS200 '91-92 SUPPLEMENTAL SCHOOL INCOME AMT'
TFS201 '91-92 SUPPLEMENTAL NON-SCHL JOB'
TFS202 '91-92 SUPPLEMENTAL NON-SCHL INCOME AMT'
TFS203 '91-92 SUPPLEMENTAL NON-SCHL JOB DESC'
TFS204 '91-92 SUPPLEMENTAL INCOME (EX:BONUS)'
TFS205 '91-92 SUPPLEMENTAL INCOME AMT'
TFS206 '91-92 TOTAL EARNED INCOME - ALL SOURCES'
TFS207 'PART OF SCHOOL SALARY INCLUDES HOUSING'
TFS208 'PART OF SCHL SALARY INCL MEALS'
TFS209 'PART OF SCHL SALARY INCL CHLDRN TUITION'
TFS210 'PART OF SCHL SALARY INCL CHILD CARE'
TFS211 'PART OF SCHL SAL INCL SELF COLLEGE TUITN'
TFS212 'PART OF SCHL SAL INCL TRANSPT EXPENSES'
TFS213 'PART OF SCHL SAL INCL NO INCOME-IN-KIND'
TFS214 'TOTAL COMBINED INCOME FOR ALL FMLY MMBRS'

Working conditions

TSC069 'FEEL BEST QUALIFIED TO TEACH THIS FIELD'
TSC070 'FEEL QUALIFIED TO TEACH OTHER FIELDS'
TSC071 'FEEL 2ND BEST QUALIFIED TEACH THIS FIELD'
TSC220 'NON-SCHOOL HOURS, W/ STUDENT INTERACTION'
TSC221 'NON-SCHOOL HOURS, NO STUDENT INTERACTION'
TSC222 'I LOOK FORWARD TO WORKING AT THIS SCHOOL'
TSC223 'STAFF MMBRS DONT HAVE MUCH SCHOOL SPIRIT'
TSC224 'SCHOOL ADMIN KNOWS PROBLEMS STAFF FACES'
TSC225 'ALL AT SCHOOL AGREE ON SCHOOL DISCIPLINE'
TSC226 'STDNT BEHAVIOR INTERFERES WITH TEACHING'
TSC227 'PRINCIPAL ENFORCES RULES/BACKS TEACHERS'
TSC228 'TEACHERS CONSISTENTLY ENFORCE RULES'
TSC229 'STDNT CLASS ATTITUDES REDUCE ACAD SUCCES'
TSC230 'MANY STDNTS INCAPABLE LEARNING MATERIAL'
TSC231 'TCHING ASSIGN MORE DIFF THAN OTHERS'
TSC232 'TEACHING HAS MORE ADVAN THAN DISADVAN'

TSC233 'WOULD CHANGE JOBS IF COULD'
TSC234 'PLAN WITH LIB/MEDIA SPEC FOR ASSISTANCE'
TSC235 'LIB/MEDIA ARE ADEQUATE TO HELP IN CLASS'
TSC236 'WOULD BECOME A TEACHER AGAIN'
TSC237 'SCHOOL AIDS NEW TEACHERS W/ STDNT DISCIP'
TSC238 'SCHOOL AIDS NEW TEACHERS W/ INSTR METHOD'
TSC239 'SCHOOL AIDS NEW TEACHERS W/ CURRICULUM'
TSC240 'SCHOOL AIDS NEW TEACHERS W/ ADJUSTING'

Perceived influence in decisionmaking

TSC244 'TEACHERS HAVE INFLUENCE W/ DISCIP POLICY'
TSC245 'TCHRS INFLU W/ CONTENT OF INSERVICE PGMS'
TSC246 'TCHRS INFLU W/ POLICY ON GROUPING STDNTS'
TSC247 'TCHRS INFLU W/ ESTABLISHING CURRICULUM'
TSC248 'TEACHERS CONTROL SELECT INSTR MATERIAL'
TSC249 'TCHRS CONTROL SELECTING CONTENT, ETC'
TSC250 'TCHRS CONTROL SELECT TEACHING TECHNIQUES'
TSC251 'TCHRS CONTROL EVALUATING/GRADING STDNTS'
TSC252 'TCHRS CONTROL DISCIPLINING STDNTS'
TSC253 'TCHRS CONTROL AMOUNT OF HOMEWORK ASSIGND'

Perceived school problems

TSC254 'PROBLEM: STUDENT TARDINESS'
TSC255 'PROBLEM: STUDENT ABSENTEEISM'
TSC256 'PROBLEM: TEACHER ABSENTEEISM'
TSC257 'PROBLEM: STUDENTS CUTTING CLASS'
TSC258 'PROBLEM: PHYSICAL CONFLICTS AMONG STDNTS'
TSC259 'PROBLEM: ROBBERY OR THEFT'
TSC260 'PROBLEM: VANDALISM OF SCHOOL PROPERTY'
TSC261 'PROBLEM: STUDENT PREGNANCY'
TSC262 'PROBLEM: STUDENT USE OF ALCOHOL'
TSC263 'PROBLEM: STUDENT DRUG ABUSE'
TSC264 'PROBLEM: STUDENT POSSESSION OF WEAPONS'
TSC265 'PROBLEM: PHYSICAL ABUSE OF TEACHERS'
TSC266 'PROBLEM: VERBAL ABUSE OF TEACHERS'
TSC267 'PROBLEM: STUDENT DISRESPECT FOR TEACHERS'
TSC268 'PROBLEM: STUDENTS DROPPING OUT'
TSC269 'PROBLEM: STUDENT APATHY'
TSC270 'PROBLEM: LACK OF ACADEMIC INVOLVEMENT'
TSC271 'PROBLEM: LACK OF PARENT INVOLVEMENT'
TSC272 'PROBLEM: PARENT ALCOHOL &/OR DRUG ABUSE'
TSC273 'PROBLEM: POVERTY'
TSC274 'PROBLEM: RACIAL TENSION'
TSC275 'PROBLEM: CULTURAL CONFLICT'

Career plan/teaching goals

TSC276 'PLAN TO REMAIN TEACHING FOR HOW LONG'
TSC277 'DO PLAN TO RETIRE IN HOW MANY YRS'
TSC241 'MOST IMPORTANT TEACHING GOAL'
TSC242 'SECOND MOST IMPORTANT TEACHING GOAL'
TSC243 'THIRD MOST IMPORTANT TEACHING GOAL'

Rural-urban code

LOCALE 'COMMUNITY TYPE OR URBANICITY'
TFS137 'COMMUNITY TYPE WHERE SCHOOL LOCATED'
URBANIC '3-LEVEL LOCALE'

Research Issue: Students' expectations and view of the future

HS&B (Sophomore Cohort Base Year and First Followup Files)

Education expectation

YB003 'EXPECT TO GRADUATE FROM H.S.'
YB004 'EXPECT TO LEAVE H.S.'
YB005 'DEFINITE JOB AFTER H.S.'
BB061G 'DISAPPOINTED IF NOT COLLEGE GRADUATE'
BB062 'OCCUPATIONAL ASPIRATION AGE 30'
BB065 'SCHOOLING YOU THINK YOU WILL GET'
BB066 'SCHOOLING YOUR MOTHER WANTS YOU TO GET'
BB067 'LOWEST SCHOOLING SATISFIED WITH'
BB069 'HAVE ABILITY TO COMPLETE COLLEGE'
BB071 'MAIN ACTIVITY IN YEAR AFTER H.S.'
BB115 'PLAN TO GO TO COLLEGE IN FUTURE?'
FY63A 'WHAT FATHER THINKS SHOULD DO AHS'
FY63B 'WHAT MOTHER THINKS SHOULD DO AHS'
FY80 'HOW FAR IN SCHOOL EXPECT TO GET'
FY81 'HOW FAR PARENTS WANT YOU TO GO'
FY82 'LOWEST LEVEL ED WOULD BE SATSFD W'
FY83 'THINK YOU HAVE ABILITY TO FINISH COLLEGE'
FY84 'COLL, UNIV EMPHASIZE H.S. GRADES OR SAT'
FY87A 'PLAN TO WORK YEAR AHS'
FY115 'WILL MOST LIKELY ATTEND 2 OR 4 YR COLL'
FY116 'WILL MOST LIKELY ATTEND PUBLIC, PRIV COL'
FY117 'WILL PROBABLY GO IN STATE, IN ANOTHER'
FY118 'WILL PROBABLY GO TO COLL FULL, PART-TIME'
FY122 'PLAN TO GO TO COLLEGE IN FUTURE'
FY124 'APPLIED FOR ADMISSION TO COLLEGE, UNIV'
FY125 'BEEN ACCEPTED BY COLLEGE, UNIVERSITY'

Influence to future planning

BB050A 'AFTER H.S. PLANS-FATHER'
BB050B 'AFTER H.S. PLANS-MOTHER'
BB050C 'AFTER H.S. PLANS-GUIDANCE COUNSELOR'
BB050D 'AFTER H.S. PLANS-TEACHERS'
BB050E 'AFTER H.S. PLANS-FRIENDS, RELATIVES'
FY62A 'AMOUNT FATHER INFLUENCED PLANS AFTER H.S'
FY62B 'AMOUNT MOTHER INFLUENCED PLANS AHS'
FY62C 'AMNT GUIDNCE COUNSLR INFLNCD PLANS AHS'
FY62D 'AMNT TEACHERS INFLUENCED PLANS AHS'
FY62E 'AMNT FRND,REL SAME AGE INFL PLANS AHS'
FY63A 'WHAT FATHER THINKS SHOULD DO AHS'

FY63B 'WHAT MOTHER THINKS SHOULD DO AHS'
FY63C 'WHAT GUID COUNSLR THINKS SHOULD DO AHS'
FY63D 'WHAT TEACHERS THINK SHOULD DO AHS'
FY63E 'WHAT FRNDS,RELS OWN AGE THINK SHOULD DO'

Rural urban code
SCHURB 'ORIGNL SCH CIC URBANZN CODE'
FY100 TYPE COMMUNITY LIVED IN 1ST WEEK FEB 82
HSURBAN H.S. URBANICITY
COMTYPE COMMUNITYTYPE

HS&B (Senior Cohort Base Year, First, Second and Third Followup Files)

High school program participation
BB002 'HIGH SCHOOL PROGRAM'
EB035A 'EMPHASIS ON ACADEMIC SUBJECTS'
EB035B 'EMPHASIS ON VOCATIONAL COURSES'
EB035C 'NOT ENOUGH PRACTICAL WORK IN SCHOOL'
EB035D 'SCHOOL PROVIDED COUNSELING FOR EDUC'
EB035E 'SCHOOL PROVIDED COUNSELING FOR WORK'
FE1B 'ATTENDING COLLEGE 1ST WEEK FEB 82'
FE1C 'TAKING VOC, TECH COURSES 1ST WEEK FEB 82'
FE1D 'IN APPREN,GOVT TRNG PROG 1ST WEEK FEB 82'
FE6 'COMPLETED HIGH SCHOOL?'
FE9B 'ATTENDING COLLEGE 1ST WEEK OCT 81'
FE9C 'TAKING VOC, TECH COURSES 1ST WEEK OCT 81'
FE9D 'IN APPREN,GOVT TRNG PROG 1ST WEEK OCT 81'

Influence on future plan
EB049A 'INFLUENCED HS PLANS-FATHER'
EB049B 'INFLUENCED HS PLANS-MOTHER'
EB049C 'INFLUENCED HS PLANS-COUNSELOR'
EB049D 'INFLUENCED HS PLANS-TEACHERS'
EB049E 'INFLUENCED HS PLANS-FRIENDS,RELATIVES'
EB049F 'INFLUENCED HS PLANS-MILITARY RECRUITER'
EB049G 'INFLUENCED HS PLANS-COLLEGE RECRUITERS'
BB050A 'AFTER HS PLANS-FATHER'
BB050B 'AFTER HS PLANS-MOTHER'
BB050C 'AFTER HS PLANS-GUIDANCE COUNSELOR'
BB050D 'AFTER HS PLANS-TEACHERS'
BB050E 'AFTER HS PLANS-FRIENDS RELATIVES'

Education expectation

BB061G 'DISAPPOINTED IF NOT COLLEGE GRADUATE'
BB062 'OCCUPATIONAL ASPIRATION AGE 30'
BB065 'SCHOOLING YOU THINK YOU WILL GET'
BB066 'SCHOOLING YOUR MOTHER WANTS YOU TO GET'
BB067 'LOWEST SCHOOLING SATISFIED WITH'
BB068A 'COLLEGE EXPECTATIONS IN 8TH GRADE'
BB068B 'COLLEGE EXPECTATIONS IN 9TH GRADE'
EB068C 'COLLEGE EXPECTATIONS IN 10TH GRADE'
EB068D 'COLLEGE EXPECTATIONS IN 11TH GRADE'
BB069 'HAVE ABILITY TO COMPLETE COLLEGE'
BB071 'MAIN ACTIVITY IN YEAR AFTER HS'
EB073 'DEFINITE FULL TIME JOB AFTER HS'
EB074 'NO FULL TIME JOB, WHAT WILL YOU DO'
BB107 'COLLEGE 2 OR 4 YEAR?'
EB112 'PLAN VOCATIONAL TRAINING-APPRENTICESHIP'
BB113 'FIELD OF VOCATIONAL TRAINING'
EB114 'ACCEPTED FOR VOCATIONAL TRAINING'
BB115 'PLAN TO GO TO COLLEGE IN FUTURE?'
EB118 'ACCEPTED BY ANY COLLEGE OR UNIV'
FE11 'HIGHEST LEVEL COLL ED AS OF 1ST WK 10-81'
FE12 'HOW FAR IN SCHOOL R EXPECTS TO GO'
FE13 'LOWEST LEVEL ED THAT WOULD SATISFY R'
FE14 'R THINKS HAS ABILITY TO FINISH COLLEGE'
PSEPLANS 'PS EDUC PLANS'
FE16A 'JOB CATEGORY R PLANS TO HAVE AT 30 YEARS'
SE14 'EXPECTED LEVEL OF EDUCATION'

Rural urban code

SCHURB 'ORIGINAL SCHOOL CIC URBANIZATION CODE'
HSURBAN 'H.S. URBANICITY'
COMTYPE 'COMMUNITY TYPE'
FE4 'LOCATION WHERE R LIVED 1ST WEEK FEB 82'
SE6 'TYPE COMMUNITY LIVED IN 1ST WK FEB 84'

NLS72 (Base Year, First to Forth Followup Files)

Future expectation

BQ25A 'WORK STUDENT WANTS TO DO'
BQ29A 'HIGHEST LEVEL EDUC. STUDENT WOULD LIKE TO ATTAIN'
BQ29B 'HIGHEST LEVEL EDUC. STUDENT PLANS TO ATTAIN'
BQ30 'STUDENT PLANS FOR MILITARY SERVICE'
BQ31 'STUDENT PLANS FOR FIRST YEAR AFTER HIGH SCHOOL'
BQ33 'DOES STUDENT HAVE DEFINITE FULL TIME JOB LINED UP'

BQ34 'WOULD STUDENT BE WILLING TO MOVE TO GET JOB'
BQ36 'WILL STUD GO TO SCHL PARTTM WHILE WORL FULLTM'
BQ66 'HAS STUDENT APPLIED FOR ADMISSION TO ANY COLLEGES'
BQ67 'HAS STUDENT BEEN ACCEPTED BY ANY COLLEGES'
BQ69A 'FIRST COLLEGE MAJOR CHOICE'
BQ69B 'SECOND COLLEGE MAJOR CHOICE'
TQ27 'DO YOU EXPECT TO BE WORKING IN OCTOBER 1977?'
TQ28 'DO YOU PLAN TO WORK AT THE SAME KIND OF WORK?'
TQ49B 'HOW FAR IN SCHOOL DO YOU THINK YOU WILL GET?'
FT63A 'WHAT KIND OF WORK WILL YOU BE DOING WHEN YOU ARE 30 YEARS OL'
FT63B 'WHAT KIND OF WORK WILL YOU BE DOING WHEN YOU ARE 30 YEARS OL'
FT64 'DO YOU NEED MORE EDUCATION, TRAINING, OR SCHOOLING TO OBTAIN'
FT68 'HOW FAR IN VOCATIONAL, TRADE, OR BUSINESS SCHOOL DO YOU THIN'
FT69 'AS THINGS STAND NOW, HOW FAR IN COLLEGE DO YOU THINK YOU WIL'
FT70A 'IS THIS STATEMENT TRUE? I AM INTERESTED IN FURTHER EDUCATION'
FT65 'HOW SATISFIED ARE YOU WITH YOUR PROGRESS TOWARD THE WORK YOU'
FT66 'AS OF 10/1/79, HOW MANY YRS OF ED HAD YOU RECEIVED AT VOC,TR'
FT67 'AS OF 10/1/79, WHAT WAS YOUR HIGHEST LEVEL OF COLLEGE EDUCAT'
FT70B 'I HAVE FAMILY RESPONSIBILITIES THAT WOULD INTERFERE WITH MY'
FT70C 'FINANCIAL CONSIDERATIONS WOULD INTERFERE WITH MY FURTHER EDU'
FT70D 'MY PRESENT JOB PROSPECTS ARE GOOD ENOUGH WITHOUT FURTHER EDU'
FT70E 'I AM NOT SURE WHAT I WANT TO STUDY.'
FT70F 'I AM NOT SURE WHAT OCCUPATION I WANT TO PURSUE.'
FT70G 'I AM TIRED OF SCHOOL.'
FT70H 'I DO NOT THINK MY BACKGROUND IS GOOD ENOUGH TO ATTEMPT FURTH'
FT70I 'I DO NOT THINK I HAVE THE ABILITY TO SUCCEED AT FURTHER EDUC'

Influences on future plan

BQ13A 'PARENTS FREQ. OF DISCUSS. OF FUTURE PLANS'
BQ13B 'OTHER RELATIVE FREQ. OF DISCUSS. OF FUTURE PLANS'
BQ13C 'GUIDANCE COUNSEL FREQ. OF DISCUSS. OF FUTURE PLANS'
BQ13D 'TEACHER FREQ. OF DISCUSSION OF FUTURE PLANS'
BQ13E 'PRINCIPAL FREQ. OF DISCUSSION OF FUTURE PLANS'
BQ13I 'FRIENDS FREQ. OF DISCUSSION OF FUTURE PLANS'
BQ14A 'PARENTS -INFLUENCE OF ON FUTURE PLANS'
BQ14B 'OTHER RELATIVE -INFLUENCE OF ON FUTURE PLANS'
BQ14D 'TEACHER -INFLUENCE OF ON FUTURE PLANS'
BQ14E 'PRINCIPAL -INFLUENCE OF ON FUTURE PLANS'
BQ14H 'OTHER ADULT -INFLUENCE OF ON FUTURE PLANS'
BQ14I 'FRIENDS -INFLUENCE OF ON FUTURE PLANS'
BQ14J 'YOURSELF -INFLUENCE OF ON FUTURE PLANS'
BQ15A 'DID TCHRS + COUNS. INFLUENCE PLANS FOR COLLEGE'
BQ15B 'DID TCHRS + COUNS. INFLUENCE PLANS FOR VOTECH SCL'
BQ15C 'DID TCHRS + COUNS. INFLUENCE PLANS FOR APPRENTICE'
BQ15D 'DID TCHRS + COUNS. INFLUENCE PLANS FOR MILITARY'

BQ15E 'DID TCHRS + COUNS. INFLUENCE PLANS FOR POST HS JOB'
BQ19G 'SCHOOL GAVE IDEAS ABOUT TYPE WORK STUDENT WANTED'
BQ19H 'SCHOOL PROV. COUNSEL. THAT GAVE BET. IDEA OF SELF'
BQ19I 'SCHOOL PROVIDED GOOD EMPLOYMENT COUNSELING'

School experience
HSPGM 'COMPOSITE HIGH SCHOOL PROGRAM'
FQ2 'DID YOU COMPLETE HIGH SCHOOL'

Post-secondary education/training and employment
FQ1A 'ARE YOU WORKING FULL OR PART TIME'
FQ1B 'ARE YOU TAKING COURSES VOC. OR TECH'
FQ1C 'ARE YOU TAKING COURSES ACADEMIC'
FQ1D 'ARE YOU ON ACTIVE DUTY'
FQ1E 'ARE YOU A HOMEMAKER'
FQ1F 'ARE YOU TEMPORARILY OUT OF WORK'
FQ11A 'YOUR TOTAL INCOME ALL OF 1973'
FQ11G 'YOUR INCOME OTHER'
FQ16A 'WORK FULL OR PART TIME OCT 1974'
FQ16B 'TAKING VOC TECH COURSES OCT 1974'
FQ16C 'TAKING ACADEMIC COURSES OCT 1974'
FQ16D 'ON ACTIVE DUTY OCT 1974'
FQ16E 'HOMEMAKER OCT 1974'
SQ1A 'WHAT WERE YOU DOING 10/1/74? WORKING'
SQ1B 'WHAT WERE YOU DOING 10/1/74? 2-4 YR COLLEGE'
SQ1C 'WHAT WERE YOU DOING 10/1/74? VOC. OR TECH. COURSES'
SQ1D 'WHAT WERE YOU DOING 10/1/74? ACTIVE DUTY'
SQ1E 'WHAT WERE YOU DOING 10/1/74? HOMEMAKER'
SQ1F 'WHAT WERE YOU DOING 10/1/74? TEMP. LAY-OFF'
SQ1G 'WHAT WERE YOU DOING 10/1/74? OTHER'
SQ113A 'BEST ESTIMATE OF YOUR INCOME BEFORE TAXES FOR ALL OF 1974?'
SQ113B 'BEST ESTIMATE OF YOUR INCOME BEFORE TAXES FOR ALL OF 1974?'
SQ113C 'BEST ESTIMATE OF YOUR INCOME BEFORE TAXES FOR ALL OF 1974?'
SQ113DA 'BEST ESTIMATE OF YOUR INCOME BEFORE TAXES FOR ALL OF 1974?'
SQ113DB 'BEST ESTIMATE OF YOUR INCOME BEFORE TAXES FOR ALL OF 1974?'
WORK72 'WORK COMPOSITE FOR 1972'
WORK73 'WORK COMPOSITE FOR 1973'

Rural-urban code
COMMUNIT 'LOCATION OF SCHOOL--COMMUNITY TYPE'
SQ4 'WHICH OF THE FOLLOWING BEST DESCRIBES THE PLACE YOU LIVED 10'
COMM72 'COMMUNITY COMPOSITE FOR 1972'
COMM73 'COMMUNITY COMPOSITE FOR 1973'
COMM74 'COMMUNITY COMPOSITE FOR 1974'
COMM76 'COMMUNITY COMPOSITE FOR 1976'

NELS:88 (Base Year, First and Second Followup Files)

Educational expectation

BYS45 "HOW FAR IN SCH DO YOU THINK YOU WILL GET"
BYS46 "HOW SURE THAT YOU WILL GRADUATE FROM H.S"
BYS47 "HOW SURE R IS TO GO FURTHER THAN H.S."
BYS48A "HOW FAR IN SCHL R'S FATHER WANTS R TO GO"
BYS48B "HOW FAR IN SCHL R'S MOTHER WANTS R TO GO"
BYS49 "WHICH PROGRAM R EXPECTS TO ENROLL IN H.S"
BYS69C "MATH WILL BE USEFUL IN MY FUTURE"
BYS70C "ENGLISH WILL BE USEFUL IN MY FUTURE"
BYS72C "SCIENCE WILL BE USEFUL IN MY FUTURE"
BYPSEPLN "POST-SECONDARY EDUCATION PLANS"
F1S18A "R SURE TO GRADUATE FROM HIGH SCHOOL"
F1S18B "R SURE TO FURTHER EDUCATION AFTER H.S"
F1S48A "HOW FAR IN SCHOOL FATHER WANTS R TO GO"
F1S48B "HOW FAR IN SCHOOL MOTHER WANTS R TO GO"
F1S51 "DOES R PLAN TO GO TO COLLEGE AFTER H.S."
F2S42A "HOW FAR IN SCHOOL FATHER WANTS R TO GO"
F2S42B "HOW FAR IN SCHOOL MOTHER WANTS R TO GO"
F2S43 "HOW FAR IN SCHOOL R THINKS SHE WILL GET"
F2S56 "R TO CONTINUE EDUCATION IN FUTURE"

Future career/occupation

BYS52 "KIND OF WORK R EXPECTS TO DO AT AGE 30"
F1S46H "IMPORTANT LIVING CLOSE PARENTS,RELATIVES"
F1S46I "IMPORTANT GETTING AWAY FROM THIS AREA"
F1S47A "FATHER'S DESIRE FOR R AFTER HIGH SCHOOL"
F1S47B "MOTHER'S DESIRE FOR R AFTER HIGH SCHOOL"
F1S53A "OCCUPATION R EXPECTS TO HAVE AFTER H.S"
F1S53B "OCCUPATION R EXPECTS TO HAVE AT AGE 30"
F2S64A "OCCUPATION R EXPECTS TO HAVE AFTER H.S."
F2S64B "OCCUPATION R EXPECTS TO HAVE AT AGE 30"
F2S65 "EXPECTED EDUCATION R NEEDS FOR JOB AT 30"
F2S41A "FATHER'S DESIRE FOR R AFTER HIGH SCHOOL"
F2S41B "MOTHER'S DESIRE FOR R AFTER HIGH SCHOOL"

Rural-urban code

G8URBAN "URBANICITY COMPOSITE"
G10URBAN "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"
G12URBN3 "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"

3.3.2 Curricular Provisions In Rural Schools

Research Issue: **Adult literacy and vocational education in rural communities**

HS&B (Sophomore Cohort Second and Third Followup Files)

Adult vocational education/post-secondary education

SY3B TKG VOC,TECH COURS 1ST WK FEB 84
SY3C TKG ACAD COURS 1ST WK FEB 84
SY3D TKG GRAD,PROF COURS 1ST WK FEB 84
SY3E APPREN,GOVT TRNG PGM 1ST WK FEB 84
SY39 TRAING PGM TAKEN POST HS - FEB 84
SY39AB WORK INCENTIVE <WIN>
SY39AC JOB CORPS
SY39AD CETA OR JTPA
SY39AE STATE OR LOCAL PGM
SY39AF OTH EMPLOY OR TRNG PGM
SY40A NON-CREDIT PGM IN REG SCHL
SY40B CORRESPONDENCE COURS
SY40C COMMUNITY,LABOR OR CHURCH PGM
SY40D PRIVATE INSTRUCTION
SY40E TV,RADIO,NEWSPAPER COURS
SY40F NONE OF ABOVE COURS TAKEN
SY41 EARND CERTIF OR LICENSE BTW HS AND FEB84
SY41FC TYPE OF 1ST CERTIFICATE
SY41SC TYPE OF 2ND CERTIFICATE
SY41FL TYPE OF 1ST LICENSE
SY41SL TYPE OF 2ND LICENSE
SY51 RECD FORMAL TRAING OTH TH EMPLYRS
SY51AA RECD TRNG -HS
SY51AB TRNG-VOC ETC SCH
SY51AC TRNG-APPREN OR GOVT TRNG PGM
SY51AD TRNG-JR, CMTY COLLEGE
SY51AE COLLEGE OR UNIV
SY51AF TRNG-GRAD, PROF SCH
SY51AG TRNG-MILITARY SERV
SY51AH TRNG-OTH SOURCE
TY3B 'TAKING VOC, TECH COURSES 1ST WK FEB 86'
TY3C 'TAKING ACADEMIC COURSES 1ST WK FEB 86'
TY3D 'TAKING GRAD, PROF COURSES 1ST WK FEB 86'
TY3E 'APPRENTICE, GOVT TRNG PROG 1ST WK FEB 86'
TY40AA 'FORMAL REGISTERED APPRENTICESHIP'
TY40AB 'JTPA'
TY40AC 'STATE OR LOCAL EMPLOYMNT AND TRNG PROG'
TY40AD 'STATE OR LOCAL EMPLOYMNT AND TRNG PROG'
TY40AE 'NON-CREDIT COURSES IN SCHOOL'

TY40AF 'CORRESPONDENCE COURSES'
TY40AG 'COURSES SPONSRD BY COMM,LABOR ORG,CHURCH'
TY40AH 'COURSES GIVEN BY A PRIVATE INSTRUCTOR'
TY40AI 'COURSES BY TELEVISION,RADIO OR NEWSPAPER'
TY40B 'HOW LONG IS <WAS> THIS PROGRAM?'
TY40C 'HAVE YOU COMPLETED THIS PROGRAM?'
TY40D 'WERE YOU BEING TRND FOR WORK?'
TY40E 'TRADE BEING TRAINED FOR'
TY42A 'WORKING FULL OR PART-TIME'
TY42B 'TAKING VOC OR TECH COURSES'
TY42C 'TAKING COURSES AT 2 OR 4 YR COLLEGE'
TY42D 'TAKING COURSES AT A GRAD OR PROF SCHL'

On-the-job training

SY50AA EMPLYR PROVIDED TRAING ON PREMISES
SY50BA # HRS PER WK RECD TRAING FR EMPLYR
SY50CA # WEEKS RECD TRAING FR EMPLYR
SY50AB INFORMAL ON-THE-JOB TRAING
SY50BB # HRS PER WK RECD TRAING FR EMPLYR
SY50CB # WEEKS RECD TRAING FR EMPLYR
SY50AC EMPLYR PROVIDED TRAING OFF PREMISES
SY50BC # HRS PER WK RECD TRAING FR EMPLYR
SY50CC # WEEKS RECD TRAING FR EMPLYR
SY50AD TUITION AID ETC FOR EDUC AFTER WORK HRS
SY50BD # HRS PER WK RECD TRAING FR EMPLYR
SY50CD # WEEKS RECD TRAING FR EMPLYR
SY50AE OTH TYPE EMPLYR-PROVIDED TRAING
SY50BE # HRS PER WK RECD TRAING FR EMPLYR
SY50CE # WEEKS RECD TRAING FR EMPLYR
SY50AF NONE OF THE ABOVE
TY13A 'EMPLOYER PROVIDE TRNG MOST RECENT JOB?'
TY13BA 'EMPLOYER-PROVIDED TRNG ON PREMISES A'
TY13BAHR 'NUMBER OF HRS. PER WK TRNG A'
TY13BAWK 'TOTAL NUMBER OF WKS, TRNGTYPE A'
TY13BB 'INFORMAL ON-THE-JOB TRNG B'
TY13BBHR 'NUMBER OF HRS. PER WK TRNG B'
TY13BBWK 'TOTAL NUMBER OF WKS, TRNGTYPE B'
TY13BC 'EMPLOYER-PROVIDED TRNG OFF PREMISES C'
TY13BCHR 'NUMBER OF HRS. PER WEEK TRNG C'
TY13BCWK 'TOTAL NUMBER OF WEEKS, TRNGTYPE C'
TY13BD 'TUITION, FINANCIAL ASSISTANCE D'

Relevance of training to employment

TY12 'RECEIVE FORMAL TRAINING FOR CURRENT JOB?'
TY12AA 'HIGH SCHOOL TRNG'

TY12AB 'VOCATIONAL,TRADE,BUS,OTHER TRNG SCHOOL'
TY12AC 'APPRENTICESHIP OR GOVT TRNG PROGRAM'
TY12AD 'JUNIOR OR COMMUNITY COLLEGE'
TY12AE 'COLLEGE OR UNIVERSITY'
TY12AF 'INDEPENDENT GRADUATE,PROFESSIONAL SCHOOL'
TY12AG 'MILITARY SERVICE'
TY12AH 'OTHER <DESCRIBE>'
TY12BA 'APPLIED MOST OF WHAT WAS LEARNED'
TY12BB 'WOULD HAVE LIKED MORE TRNG BEFORE WORK'
TY12BC 'JOB IS DIFFERENT FROM TRAINING'
TY12BD 'DID NOT USE TRNG TOOLS, EQUIP ON JOB'
TY12BE 'COULD HAVE GOTTEN JOB WITHOUT TRNG'
TY12BF 'TOOK COURSES NOT HELPFUL IN PERFORMANCE'
TY12BG 'LEARNED MOST OF JOB SKILLS IN SCHOOL'
TY12BH 'PERFORMED LIKE OTHERS WITH SAME TRNG'
TY12BI 'SCHOOL AND TRNG A WISE CHOICE'
TY12C 'TRNG INCLUDE USE OF MACHINES,EQUIPMENT'
TY12D 'TRNG EQUIPMENT UP TO DATE?'

High school program/completion
TY18 'HIGH SCHOOL EDUCATION COMPLETED?'

Rural-urban codes
SCHURB 'ORIGNL SCH CIC URBANZN CODE'
FY100 TYPE COMMUNITY LIVED IN 1ST WEEK FEB 82
SY6 TYPE COMMUNITY LIVD IN 1ST WK FEB 84
SY7 DISTANCE FROM SR HS COMMUNITY
TY6B HOW FAR IS RES. FR PLACE WHERE SR. IN HS
HSURBAN H.S. URBANICITY
COMTYPE COMMUNITYTYPE

HS&B (Senior Cohort Base Year, First, Second and Third Followup Files)

Post secondary experience
EDATTAIN 'EDUCATION ATTAINMT'
FE1A 'WORKING FOR PAY 1ST WEEK FEB 82'
FE1B 'ATTENDING COLLEGE 1ST WEEK FEB 82'
FE1C 'TAKING VOC, TECH COURSES 1ST WEEK FEB 82'
FE1D 'IN APPREN,GOVT TRNG PROG 1ST WEEK FEB 82'
FE1E 'ACTIVE DUTY ARMED FORCES 1ST WEEK FEB 82'
FE1F 'HOMEMAKER, NO OTHER JOB 1ST WEEK FEB 82'
FE1G 'TEMPORARY LAYOFF 1ST WEEK FEB 82'
FE6 'COMPLETED HIGH SCHOOL?'
FE9A 'WORKING FOR PAY 1ST WEEK OCT 81'

FE9B 'ATTENDING COLLEGE 1ST WEEK OCT 81'
FE9C 'TAKING VOC, TECH COURSES 1ST WEEK OCT 81'
FE9D 'IN APPREN,GOVT TRNG PROG 1ST WEEK OCT 81'
FE9E 'ACTIVE DUTY ARMED FORCES 1ST WEEK OCT 81'
FE9F 'HOMEMAKER, NO OTHER JOB 1ST WEEK OCT 81'
FE9G 'ON TEMPORARY LAYOFF 1ST WEEK OCT 81'
FE9H 'LOOKING FOR WORK 1ST WEEK OCT 81'
SE3A 'WORKG FOR PAY 1ST WK FEB 84'
SE3B 'TKG VOC,TECH COURS 1ST WK FEB 84'
SE3C 'TKG ACAD COURS 1ST WK FEB 84'
SE3D 'TKG GRAD,PROF COURS 1ST WK FEB 84'
SE3E 'APPREN,GOVT TRNG PROG 1ST WK FEB 84'
SE3F 'ACTIVE DUTY ARMD FRCS 1ST WK FEB 84'
SE3G 'KEEPG HOUSE 1ST WK FEB 84'
SE3H 'TEMP LAYOFF 1ST WK FEB 84'
SE3I 'LOOKG FOR WORK 1ST WK FEB 84'
SE8A 'WORKG FOR PAY 1ST WK OCT 83'
SE8B 'TKG VOC,TECH COURS 1ST WK OCT 83'
SE8C 'TKG ACAD COURS 1ST WK OCT 83'
SE8D 'TKG GRAD,PROF COURS 1ST WK OCT 83'
SE8E 'APPREN,GOVT TRNG PROG 1ST WK OCT 83'
SE8F 'ACTIVE DUTY ARMD FRCS 1ST WK OCT 83'
SE8G 'KEEPG HOUSE 1ST WK OCT 83'
SE8H 'TEMP LAYOFF 1ST WK OCT 83'
SE8I 'LOOKG FOR WORK 1ST WK OCT 83'
SE13 'COMPLETED HIGH SCH'
TE3A 'WORKING FOR PAY 1ST WK FEB 86'
TE3B 'TAKING VOC,TECH COURSES 1ST WK FEB 86'
TE3C 'TAKING ACADEMIC COURSES 1ST WK FEB 86'
TE3D 'TAKING GRAD,PROF COURSES 1ST WK FEB 86'
TE3E 'APPRENTICE,GOVT TRNG PROG 1ST WK FEB 86'
TE3F 'ACTIVE DUTY ARMED FORCES 1ST WK FEB 86'
TE3G 'KEEPING HOUSE 1ST WK FEB 86'
TE3H 'ON TEMPORARY LAYOFF 1ST WK FEB 86'
TE3I 'LOOKING FOR WORK 1ST WK FEB 86'
TE13 'WORKED FULL-TIME BTWN MARCH 84 & FEB 86?'
TE18 'HIGH SCHOOL EDUCATION COMPLETED?'

Post secondary education

FE33J1 'IN VOCNL OR ACDMC PROG 1ST SCHOOL AHS'
FE33J2 'IN VOCNL OR ACDMC PROG 2ND SCHOOL AHS'
FE33J3 'IN VOCNL OR ACDMC PROG 3RD SCHOOL AHS'
FE34 'VOCNL OR ACDMC PROG LAST MNTH, LAST SCHL'
FE34A 'VOCNL FIELD MOST RECENT MNTH, LAST SCHL'
FE34B 'ACADMC FIELD MOST RECENT MNTH, LAST SCHL'

FE35A 'NO CERT,DEGR STUDIED FOR LAST MNTH,L SCL'
FE35B 'STUDIED FOR CERTFT MOST RCNT MNTH,L SCL'
FE35C 'STUDIED FOR LICENSE MOST RNT MNTH,LST SL'
FE35D 'STUDY FOR 2,3 YR VOC DEGR LAST MNTH ENRL'
FE35E 'STUDY FOR 2 YR ACDMC DEGR LAST MNTH ENRL'
FE35F 'STUDY FOR 4,5 YR BACH DEGR LAST MNTH ENR'
FE35G 'STUDY FOR OTHER CERT,DEGR LAST MNTH ENRL'
SE24A 'MATHEMATICS'
SE24B 'ENGLISH-LITERATURE'
SE24C 'NON-ENGLISH LANGUAGE'
SE24D 'HISTORY-SOCIAL SCIENCE'
SE24E 'SCIENCE'
SE15 'WENT TO POSTSECONDARY SCH'

Adult/vocational education

FE50 'OJTAPPRNSPTRNG PROG BETW HS & FEB 82'
FE50AA 'PARTICIPATED IN ON JOB TRNG BETW HS,FB82'
FE50AB 'EMPLR INSTRCN OTHER THAN OJT BETW HS,F82'
FE50AC 'FORMAL REGSTRD APPRNSP BETW HS & FEB 82'
FE50AD 'MANPOWER DVLP & TRNG BETW HS & FEB 82'
FE50AE 'PARTICIPATED IN WORK INCENTV BETW HS,F82'
FE50AF 'NEIGHBRD YTH CORPS <NYC> BETW HS & FEB82'
FE50AG 'PARTCPTD IN CETA BETW HS & FEB 82'
FE50AH 'OTHER EMPLTRNG PROG BETW HS & FEB 82'
FE50AI 'CORRESPND COURSE BETW HS & FEB 82'
FE50AJ 'NONCREDIT COURSES BETW HS & FEB 82'
FE50AK 'OTHER TYPE PROG BETW HS & FEB 82'
FE50B 'TRAINED FOR SPECIFIC JOB BETW HS & FEB82'
FE50C 'TYPE JOB TRND FOR MOST HRS BETW HS&FEB82'
FE50D 'HOW LONG PROG LASTS BETW HS & FEB 82'
FE50F 'HAVE COMPLETED PROGRAM'
FE51 'ACAD TUTOR,REMED COURSE BETW HS & FEB 82'
FE52 'CERT,LICNS,DIPL,DEGREE BETW HS & FEB 82'
FE52AA 'GOT CERTIFICATE BETW HS & FEB 82'
FE52AB 'GOT LICENSE BETW HS & FEB 82'
FE52AC 'GOT 2-,3-YR VOC DEGR,DIPL BETW HS &FEB82'
FE52AD 'GOT 2-YR ACAD DEGREE BETW HS & FEB 82'
FE52AE 'GOT OTHER TYPE CERT,DEGR,ETC BETW HS&F82'
FE54 'SERVED IN REG ARMED FORCES,RESRV,ETC'
SE24F 'BUSINESS OFFICE SALES'
SE24G 'TRADE AND INDUSTRY'
SE24H 'TECHNICAL COURSES'
SE24I 'OTHER VOC COURSES'
SE24J 'COMPUTER COURSES'
SE25A1 'TUTORG BY FACULTY'

SE25A2 'TUTORG BY STUDENTS'
SE25B1 'PERSONAL COUNSELLG'
SE25B2 'ACAD COUNSELLING'
SE25B3 'FINANCIAL COUNSELLING'
SE25B4 'JOB OR CAREER COUNSELLING'
SE25C1 'REMEDIAL ENGLISH INSTRUCTION'
SE25C2 'REMEDIAL MATHEMATICS INSTRUCTION'
SE25C3 'INSTRUCTION IN READING IMPROVEMENT'
SE25C4 'INSTRUCTION IN WRITING IMPROVEMENT'
SE25C5 'INSTRUCTION IN TEST TAKING'
SE25C6 'INSTRUCTION IN STUDYING EFFICIENTLY'
SE25D 'ASSISTANCE IN FINDING PART-TIME JOBS'
SE40 'TRAING PROG TAKEN POST HS - FEB 84'
SE40AA 'REGISTERED APPRENTICESHIP'
SE40AB 'WORK INCENTIVE <WIN>'
SE40AC 'JOB CORPS'
SE40AD 'CETA OR JTPA'
SE40AE 'STATE OR LOCAL PROGRAM'
SE40AF 'OTHER EMPLOY OR TRNG PROGRAM'
SE41A 'NON-CREDIT PROG IN REG SCHL'
SE41B 'CORRESPONDENCE COURS'
SE41C 'COMMUNITY,LABOR OR CHURCH PROGRAM'
SE41D 'PRIV INSTRUCTION'
SE41E 'TV,RADIO,NEWSPAPER COURS'
SE41F 'NONE OF ABOVE COURS TAKEN'
SE42 'EARNED CERTIFICATES OR LICENSES'
SE42SC 'TYPE OF 2ND CERTIFICATE'
SE42FL 'TYPE OF 1ST LICENSE'
SE42SL 'TYPE OF 2ND LICENSE'
SE52 'RECD FORMAL TRAINING OTH TH EMPLOYERS'
SE52AA 'RECD TRAINING - HS'
SE52AB 'TRAINING-VOC ETC SCH'
SE52AC 'TRAINING-APPREN OR GOVT TRAINING PROG'
SE52AD 'TRAINING-JR,CMTY COLLEGE'
SE52AE 'COLLEGE OR UNIVERSITY'
SE52AF 'TRAINING-GRAD,PROF SCH'
SE52AG 'TRAINING-MILITARY SERV'
SE52AH 'TRAINING-OTHER SOURCE'
TE13BE 'PARTICIPATED IN OTHER TRAINING'
TE13BEHR 'NUMBER OF HRS. PER WK. OTHER TRNG'
TE13BEWK 'TOTAL NUMBER OF WEEKS OTHER TRNG'
TE40 'PARTICIPATE IN TRNG PROGS SINCE 3-1-84?'
TE40AA 'FORMAL REGISTERED APPRENTICESHIP'
TE40AB 'JTPA'
TE40AC 'STATE OR LOCAL EMPLOYMNT AND TRNG PROG'

TE40AD 'OTHER EMPLOYMENT AND TRAINING PROGRAM'
TE40AE 'NON-CREDIT COURSES IN SCHOOL'
TE40AF 'CORRESPONDENCE COURSES'
TE40AG 'COURSES SPONSRD BY COMM,LABOR ORG,CHURCH'
TE40AH 'COURSES GIVEN BY A PRIVATE INSTRUCTOR'
TE40AI 'COURSES BY TELEVISION,RADIO OR NEWSPAPER'
TE40B 'HOW LONG IS <WAS> THIS PROGRAM?'
TE40C 'HAVE YOU COMPLETED THIS PROGRAM?'
TE40D 'WERE YOU BEING TRAINED FOR WORK?'
TE40E 'TRADE BEING TRAINED FOR'

On-the-job training

SE51AA 'EMPLOYER PROVIDED TRAINING ON PREMISES'
SE51BA '# HRS-WK RECD TRAINING FROM EMPLOYER'
SE51CA '# WEEKS RECD TRAINING FROM EMPLOYER'
SE51AB 'INFORMAL ON-THE-JOB TRAINING'
SE51BB '# HRS-WK RECD TRAINING FROM EMPLOYER'
SE51CB '# WEEKS RECD TRAINING FROM EMPLOYER'
SE51AC 'EMPLOYER PROVIDED TRAINING OFF PREMISES'
SE51BC '# HRS-WK RECD TRAINING FROM EMPLOYER'
SE51CC '# WEEKS RECD TRAINING FROM EMPLOYER'
SE51AD 'TUITION AID ETC FOR EDUC AFTER WORK HRS'
SE51BD '# HRS-WK RECD TRAINING FROM EMPLOYER'
SE51CD '# WEEKS RECD TRAINING FROM EMPLOYER'
SE51AE 'OTHER TYPE EMPLOYER-PROVIDED TRAINING'
SE51BE '# HRS-WK RECD TRAINING FROM EMPLOYER'
SE51CE '# WEEKS RECD TRAINING FROM EMPLOYER'
SE51AF 'NONE OF THE ABOVE'
SE51D 'TRAINING REQUIRED BY EMPLOYER'
TE13A 'EMPLOYER PROVIDE TRNG MOST RECENT JOB?'
TE13BA 'EMPLOYER-PROVIDED TRNG ON PREMISES A'
TE13BAHR 'NUMBER OF HRS. PER WK TRNG A'
TE13BAWK 'TOTAL NUMBER OF WKS TRNG TYPE A'
TE13BB 'INFORMAL ON-THE-JOB TRNG B'
TE13BBHR 'NUMBER OF HRS. PER WK TRNG B'
TE13BBWK 'TOTAL NUMBER OF WKS TRNG TYPE B'
TE13BC 'EMPLOYER-PROVIDED TRNG OFF PREMISES C'
TE13BCHR 'NUMBER OF HRS. PER WEEK TRNG C'
TE13BCWK 'TOTAL NUMBER OF WEEKS TRNG TYPE C'
TE13BD 'TUITION,FINANCIAL ASSISTANCE D'
TE13BDHR 'NUMBER OF HRS. PER WK TRNG D'
TE13BDWK 'TOTAL NUMBER OF WKS TRNG TYPE D'

Satisfaction with post-secondary education/trainings

FE29CA 'USED SCHL, COLL EMPL SERV LKNG FOR WORK'

FE40A 'HOW SATFD W ABILITY ETC. OF TEACHERS'
FE40B 'HOW SATFD W SOCIAL LIFE LAST YR OF SCHL'
FE40C 'HOW SATFD W DVLPMNT OF WORK SKILLS LYS'
FE40D 'HOW SATFD W INTELLECTUAL GROWTH LYS'
FE40E 'HOW SATFD W COUNSLG, JOB PLCMNT LYS'
FE40F 'HOW SATFD W BUILDNG,LIBR,EQUIP LYS'
FE40G 'HOW SATFD W CULTRL ACTIVITIES LYS'
FE40H 'HOW SATFD W INTELCL LIFE OF SCHL LYS'
FE40I 'HOW SATFD W COURSE CURRICLM LYS'
FE40J 'HOW SATFD W QUALITY OF INSTRUCTION LYS'
FE40K 'HOW SATFD W SPORTS,RECREA FACILTS LYS'
FE40L 'HOW SATFD W COST OF ATTENDING LYS'
FE40M 'HOW SATFD W PRESTIGE OF SCHL LYS'
SE52BA 'TRAINING WAS APPLICABLE'
SE52BB 'PREFER MORE JOB RELATED TRAINING'
SE52BC 'JOB DIF FR TRAINING EXPERIENCE'
SE52BD 'EQUIP USED DIF FR TRAINING EXPERIENCE'
SE52BE 'JOB ACCESSIBLE W OUT THE TRAINING'
SE52BF 'TRAINING DIDN^T HELP DO JOB'
SE52BG 'SCH EXP HELPED DO JOB'
SE52BH 'PERFORMED AS WELL AS PEERS'
SE52BI 'TRAINING WAS WISE CHOICE'
SE52C 'HIRED BY EMPLOYER DUE TO TRAINING'
SE52D 'TRAINED IN USE OF MACHINES'

Rural-urban code

SCHURB 'ORIGINAL SCHOOL CIC URBANIZATION CODE'
HSURBAN 'H.S. URBANICITY'
COMTYPE 'COMMUNITY TYPE'
FE4 'LOCATION WHERE R LIVED 1ST WEEK FEB 82'
SE6 'TYPE COMMUNITY LIVED IN 1ST WK FEB 84'

NHES (1991 Adult File)

This project was specifically designed to study adult literacy education and basic skills education. Virtually all variables are relevant to this research issue.

Rural-urban code

URBAN "URBANICITY"

Research Issue: **Satisfaction of students, teachers, administrators, parents, and community leaders with curriculum, instruction and schooling in general**

HS&B (Sophomore Base Year, First through Third Followup Files)

Student satisfaction with schooling

- BB053C 'RATE SCHL-ACADEMIC INSTRUCTION'
- BB053E 'RATE SCHL-TEACHER INTEREST IN STUDENTS'
- BB053H 'RATE SCHL-SCHOOL SPIRIT'
- FY66A 'SATISFIED W WAY ED IS GOING'
- FY66C 'INTERESTED IN SCHOOL'
- FY66G 'DON^T FEEL SAFE IN SCHOOL'
- FY67A 'RATE CONDITION OF BUILDINGS, CLASSROOMS'
- FY67B 'RATE LIBRARY FACILITIES'
- FY67C 'RATE QUALITY OF ACADEMIC INSTRUCTION'
- FY67D 'RATE SCHOOL REPUTATION IN COMMUNITY'
- FY67E 'RATE TEACHER INTEREST IN STUDENTS'
- FY67F 'RATE EFFECTIVENESS OF DISCIPLINE'
- FY67G 'RATE STRICTNESS OF DISCIPLINE'
- FY67H 'RATE FAIRNESS OF DISCIPLINE'
- FY67I 'RATE SCHOOL SPIRIT'
- FY68A 'GOOD TEACHER ENJOYS WORK'
- FY68B 'GOOD TEACHER IS CLEAR IN PRESENTATIONS'
- FY68C 'GOOD TEACHER MAKES YOU WORK HARD'
- FY68D 'GOOD TEACHER TREATS EVERYONE W RESPECT'
- FY68E 'GOOD TEACHER IS WITTY AND HUMOROUS'
- FY68F 'GOOD TEACHER DOESN^T TALK OVER YOUR HEAD'
- FY68G 'GOOD TEACHER IS PATIENT, UNDERSTANDING'
- FY68H 'GOOD TEACHER IS DOING JOB FOR MONEY'
- FY68I 'GOOD TEACHER RETURNS STUDENT WORK SOON'
- FY68J 'GOOD TEACHER INTRSTD IN STDNTS OUTSIDE'
- FY69A '# TEACHERS ENJOY HIS,HER WORK'
- FY69B '# TEACHERS CLEAR IN PRESENTATIONS'
- FY69C '# TEACHERS WORK YOU HARD TO LEARN'
- FY69D '# TEACHERS TREAT EVERYONE W RESPECT'
- FY69E '# TEACHERS WITTY AND HUMOROUS'
- FY69F '# TEACHERS DON^T TALK OVER YOUR HEAD'
- FY69G '# TEACHERS PATIENT AND UNDERSTANDING'
- FY69H '# TEACHERS DOING JOB JUST FOR MONEY'
- FY69I '# TEACHERS RETURN STUDENT WORK PROMPTLY'
- FY69J '# TEACHERS INTERSTD IN STUDENTS OUTSIDE'

Relevance of training to employment

- TY12 'RECEIVE FORMAL TRAINING FOR CURRENT JOB?'

TY12AA 'HIGH SCHOOL TRNG'
TY12AB 'VOCATIONAL,TRADE,BUS,OTHER TRNG SCHOOL'
TY12AC 'APPRENTICESHIP OR GOVT TRNG PROGRAM'
TY12AD 'JUNIOR OR COMMUNITY COLLEGE'
TY12AE 'COLLEGE OR UNIVERSITY'
TY12AF 'INDEPENDENT GRADUATE,PROFESSIONAL SCHOOL'
TY12AG 'MILITARY SERVICE'
TY12AH 'OTHER <DESCRIBE>'
TY12BA 'APPLIED MOST OF WHAT WAS LEARNED'
TY12BB 'WOULD HAVE LIKED MORE TRNG BEFORE WORK'
TY12BC 'JOB IS DIFFERENT FROM TRAINING'
TY12BD 'DID NOT USE TRNG TOOLS, EQUIP ON JOB'
TY12BE 'COULD HAVE GOTTEN JOB WITHOUT TRNG'
TY12BF 'TOOK COURSES NOT HELPFUL IN PERFORMANCE'
TY12BG 'LEARNED MOST OF JOB SKILLS IN SCHOOL'
TY12BH 'PERFORMED LIKE OTHERS WITH SAME TRNG'
TY12BI 'SCHOOL AND TRNG A WISE CHOICE'
TY12C 'TRNG INCLUDE USE OF MACHINES,EQUIPMENT'
TY12D 'TRNG EQUIPMENT UP TO DATE?'

Rural-urban code

SCHURB 'ORIGNL SCH CIC URBANZN CODE'
FY100 TYPE COMMUNITY LIVED IN 1ST WEEK FEB 82
SY6 TYPE COMMUNITY LIVD IN 1ST WK FEB 84
SY7 DISTANCE FROM SR HS COMMUNITY
TY6B HOW FAR IS RES. FR PLACE WHERE SR. IN HS
HSURBAN H.S. URBANICITY
COMTYPE COMMUNITYTYPE

HS&B (Senior Cohort Base Year, First, Second and Third Followup Files)

Satisfaction with schooling

BB053A 'RATE SCHOOL-CONDITION OF BUILDINGS'
BB053B 'RATE SCHOOL-LIBRARY FACILITIES'
BB053C 'RATE SCHOOL-ACADEMIC INSTRUCTION'
BB053D 'RATE SCHOOL-REPUTATION IN COMMUNITY'
BB053E 'RATE SCHOOL-TEACHER INTEREST IN STUDENTS'
BB053F 'RATE SCHOOL-EFFECTIVE DISCIPLINE'
BB053G 'RATE SCHOOL-FAIRNESS OF DISCIPLINE'
BB053H 'RATE SCHOOL-SCHOOL SPIRIT'
FE29CA 'USED SCHL, COLL EMPL SERV LKNG FOR WORK'
FE40A 'HOW SATFD W ABILITY ETC. OF TEACHERS'
FE40B 'HOW SATFD W SOCIAL LIFE LAST YR OF SCHL'
FE40C 'HOW SATFD W DVLPMNT OF WORK SKILLS LYS'

FE40D 'HOW SATFD W INTELLECTUAL GROWTH LYS'
FE40E 'HOW SATFD W COUNSLG, JOB PLCMNT LYS'
FE40F 'HOW SATFD W BUILDNG,LIBR,EQUIP LYS'
FE40G 'HOW SATFD W CULTRL ACTIVITIES LYS'
FE40H 'HOW SATFD W INTELCL LIFE OF SCHL LYS'
FE40I 'HOW SATFD W COURSE CURRICLM LYS'
FE40J 'HOW SATFD W QUALITY OF INSTRUCTION LYS'
FE40K 'HOW SATFD W SPORTS,RECREA FACILTS LYS'
FE40L 'HOW SATFD W COST OF ATTENDING LYS'
FE40M 'HOW SATFD W PRESTIGE OF SCHL LYS'
SE52BA 'TRAINING WAS APPLICABLE'
SE52BB 'PREFER MORE JOB RELATED TRAINING'
SE52BC 'JOB DIF FR TRAINING EXPERIENCE'
SE52BD 'EQUIP USED DIF FR TRAINING EXPERIENCE'
SE52BE 'JOB ACCESSIBLE W OUT THE TRAINING'
SE52BF 'TRAINING DIDN^T HELP DO JOB'
SE52BG 'SCH EXP HELPED DO JOB'
SE52BH 'PERFORMED AS WELL AS PEERS'
SE52BI 'TRAINING WAS WISE CHOICE'
SE52C 'HIRED BY EMPLOYER DUE TO TRAINING'
SE52D 'TRAINED IN USE OF MACHINES'

Rural-urban code

SCHURB 'ORIGINAL SCHOOL CIC URBANIZATION CODE'
HSURBAN 'H.S. URBANICITY'
COMTYPE 'COMMUNITY TYPE'
FE4 'LOCATION WHERE R LIVED 1ST WEEK FEB 82'
SE6 'TYPE COMMUNITY LIVED IN 1ST WK FEB 84'

NELS:88 (Base Year, First and Second Followup Files)

Students' satisfaction with teaching

BYS59F "THE TEACHING IS GOOD"
BYS59G "TEACHERS ARE INTERESTED IN STUDENTS"
BYS59H "TEACHERS PRAISE MY EFFORT"
BYS59I "IN CLASS I FEEL PUT DOWN BY MY TEACHERS"
BYS59J "MOST OF MY TEACHERS LISTEN TO WHAT I SAY"
BYS72A "USUALLY LOOK FORWARD TO SCIENCE CLASS"
F1S7G "THE TEACHING IS GOOD AT SCHOOL"
F1S7H "TEACHERS ARE INTERESTED IN STUDENTS"
F1S7I "WHEN R WORKS HARD TEACHERS PRAISE EFFORT"
F1S7J "IN CLASS OFTEN FEEL PUT DOWN BY TEACHERS"
F1S7K "OFTEN FEEL PUT DOWN BY STUDENTS IN CLASS"
F1S7L "MOST TEACHERS LISTEN TO R"

F2S7C	"THE TEACHING IS GOOD AT SCHOOL"
F2S7D	"TEACHERS ARE INTERESTED IN STUDENTS"

Curriculum and instruction processes

F1S26A	"OFTEN ASKED TO SHOW UNDERSTAND MATH"
F1S26B	"OFTEN ASKED TO SHOW UNDERSTAND ENGLISH"
F1S26C	"OFTEN ASKED TO SHOW UNDERSTAND HISTORY"
F1S26D	"OFTEN ASKED TO SHOW UNDERSTAND SCIENCE"
F1S27A	"OFTEN WORK HARD IN MATH CLASS"
F1S27B	"OFTEN WORK HARD IN ENGLISH CLASS"
F1S27C	"OFTEN WORK HARD IN HISTORY CLASS"
F1S27D	"OFTEN WORK HARD IN SCIENCE CLASS"
F1S28A	"OFTEN FEEL CHALLENGED IN MATH CLASS"
F1S28B	"OFTEN FEEL CHALLENGED IN ENGLISH CLASS"
F1S28C	"OFTEN FEEL CHALLENGED IN HISTORY CLASS"
F1S28D	"OFTEN FEEL CHALLENGED IN SCIENCE CLASS"
F1S29A	"REVIEW SCIENCE WORK FROM PREVIOUS DAY"
F1S29B	"MAKE CHOICE OF SCIENCE TOPIC TO STUDY"
F1S29C	"COPY TEACHER'S NOTES IN SCIENCE CLASS"
F1S29D	"WRITE RPTS OF LABORATORY WORK IN SCIENCE"
F1S29E	"USE BOOKS TO SHOW HOW EXPERIMENT WORKS"
F1S29F	"MAKE UP METHODS TO SOLVE SCIENCE PROBLEM"
F1S29G	"CONDUCT OWN EXPERIMENTS IN SCIENCE"
F1S29H	"USE COMPUTERS TO WRITE SCIENCE REPORTS"
F1S29I	"USE COMPUTERS FOR COLLECTNG SCIENCE DATA"
F1S29J	"USE COMPUTERS FOR SCIENCE CALCULATIONS"
F1S29K	"USE COMPUTERS FOR SCIENCE MODELS"
F1S29L	"LISTEN TO THE TEACHER LECTURE IN SCIENCE"
F1S29M	"DISCUSS CAREERS IN SCIENTIFIC FIELDS"
F1S29N	"WATCH THE TCHR DEMONSTRATE AN EXPERIMENT"
F1S30A	"EMPHASIS ON INCREASING SCIENCE INTEREST"
F1S30B	"EMPHASIS ON LEARNING SCIENCE FACTSRULES"
F1S30C	"EMPHASIS ON FURTHER STUDY IN SCIENCE"
F1S30D	"EMPHASIS ON WAYS TO SOLVE SCI. PROBLEMS"
F1S30E	"EMPHASIS ON SCIENCE IMPORTANCE IN LIFE"
F1S31A	"EMPHASIS ON INCREASING INTEREST IN MATH"
F1S31B	"EMPHASIS ON LEARNING MATH FACTSRULES"
F1S31C	"EMPHASIS ON FURTHER STUDY IN MATH"
F1S31D	"EMPHASIS ON WAYS TO SOLVE MATH PROBLEMS"
F1S31E	"EMPHASIS ON IMPORTANCE OF MATH IN LIFE"
F2S7E	"R DOESN'T FEEL SAFE AT THIS SCHOOL"
F2S7F	"DISRUPTIONS IMPEDE R'S LEARNING"
F2S7G	"FIGHTS OCCUR BTWN RACIALETHNIC GROUPS"
F2S7H	"THERE ARE MANY GANGS IN SCHOOL"
F2S7I	"STUDENTS ARE GRADED FAIRLY IN SCHOOL"

F2S7J "THERE IS CHEATING IN SCHOOL"
F2S7K "SOME TEACHERS IGNORE CHEATING"
F2S7L "DISCIPLINE IS FAIR IN SCHOOL"
F2S8A "HAD SOMETHING STOLEN AT SCHOOL"
F2S8B "SOMEONE OFFERED TO SELL R DRUGS AT SCHL"
F2S8C "SOMEONE OFFERD SELL R DRUGS TO AND FROM SCHL"
F2S8D "SOMEONE THREATENED TO HURT R AT SCHOOL"
F2S8E "SOMEONE THREAT TO HURT R TO AND FROM SCHL"
F2S8F "GOT INTO A PHYSICAL FIGHT AT SCHOOL"
F2S8G "GOT INTO PHYSICAL FIGHT TO AND FROM SCHOOL"
F2S15BA "REVIEW SCIENCE WORK FROM PREVIOUS DAY"
F2S15BB "LISTEN TO THE TEACHER LECTURE IN SCIENCE"
F2S15BC "COPY TEACHER'S NOTES IN SCIENCE CLASS"
F2S15BD "USE CALCULATORS IN SCIENCE CLASS"
F2S15BE "WATCH THE TCHR DEMONSTRATE AN EXPERIMENT"
F2S15BF "DO EXPERIMENT ALONEIN GROUP IN SCIENCE"
F2S15BG "USE BOOKS TO SHOW HOW TO DO EXPERIMENT"
F2S15BH "WRITE REPTS ON EXPERIMENTSOBSERVATIONS"
F2S15BI "USE COMPUTER FOR COLLECTING SCIENCE DATA"
F2S15BJ "MAKE CHOICE OF SCIENCE TOPIC TO STUDY"
F2S15BK "CONDUCT OWN EXPERIMENTS IN SCIENCE"
F2S15BL "DISCUSS CAREERS IN SCIENTIFIC FIELDS"
F2S16A "EMPHASIS ON INCREASING SCIENCE INTEREST"
F2S16B "EMPHASIS ON LEARNING SCIENCE FACTSRULES"
F2S16C "EMPHASIS ON FURTHER STUDY IN SCIENCE"
F2S16D "EMPHASIS ON WAYS TO SOLVE SCI. PROBLEMS"
F2S16E "EMPHASIS ON SCIENCE IMPORTANCE IN LIFE"
F2S19BA "REVIEW MATH WORK FROM PREVIOUS DAY"
F2S19BB "LISTEN TO TEACHER LECTURE IN MATH"
F2S19BC "COPY TEACHER'S NOTES IN MATH CLASS"
F2S19BD "USE BOOKS OTHER THAN TEXT IN MATH"
F2S19BE "DO WORD PROBLEMS IN MATH"
F2S19BF "USE CALCULATORS IN MATH CLASS"
F2S19BG "USE COMPUTERS IN MATH CLASS"
F2S19BH "EXPLAIN WORK ORALLY IN MATH"
F2S19BI "PARTICIPATE IN STUDENT DISCUSSIONS"
F2S19BJ "USE HANDS-ON MATERIALS IN MATH"
F2S19BK "DISCUSS CAREER OPPORTUNITY IN MATH"
F2S19BL "WRITE ABOUT MATHEMATICS"
F2S20A "EMPHASIS ON INCREASING MATH INTEREST"
F2S20B "EMPHASIS ON LEARNING MATH RULESSTEPS"
F2S20C "EMPHASIS ON FURTHER STUDY IN MATH"
F2S20D "EMPHASIS ON PROBLEM MEANINGSOLUTIONS"
F2S20E "EMPHASIS ON MATH IN DAILY LIFE"
F2S23BA "EMPHASIS ON INCREASING R'S INTEREST"

F2S23BB "EMPHASIS ON TEACHING SKILLS TO USE NOW"
F2S23BC "EMPHASIS ON TEACHING FACTS,RULES,STEPS"
F2S23BD "EMPHASIS ON UNDRSTDNG SCI. IDEAS AT WORK"
F2S23BE "EMPHASIS ON WAYS TO SOLVE PROBLEMS".

Rural-urban code
G8URBAN "URBANICITY COMPOSITE"
G10URBAN "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"
G12URBN3 "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"

NLS72 (Base Year to Fourth Followup Files)

High school courses taken by students
SRFQ4A 'TOTAL SEMESTERS OF SCIENCE TAKEN AFTER 7/1/69'
SRFQ4H 'TOTAL SEMESTERS OF FOR. LANGUAGE TAKEN AFTER 7/1/69'
SRFQ4O 'TOTAL SEMESTERS OF SOC. STUD. TAKEN AFTER 7/1/69'
SRFQ4V 'TOTAL SEMESTERS OF ENGLISH TAKEN BEFORE 7/1/69'
SRFQ4CC 'TOTAL SEMESTERS MATH TAKEN AFTER 7/1/69'
SRFQ4JJ 'TOTAL SEMESTERS OF INDUST. ART TAKEN AFTER 7/1/69'
SRFQ4QQ 'TOTAL SEMESTERS OF COMMERCIAL TAKEN AFTER 7/1/69'
SRFQ4XX 'TOTAL SEMESTERS FINE ARTS TAKEN AFTER 7/1/69'
SRFQ5A 'TOTAL SEMESTERS AGRICULTURE TAKEN BEFORE GRAD.'
SRFQ5N 'TOTAL SEMESTERS BUSINESS TAKEN BEFORE GRADUATION'
SRFQ5AA 'TOTAL SEMESTERS DISTR. ED TAKEN BEFOR GRADUATION'
SRFQ5NN 'TOTAL SEMESTERS HEALTH OCC. TAKEN BEFORE GRAD.'
SRFQ5AAA 'TOTAL SEMESTERS HOME EC. TAKEN BEFORE GRADUATION'
SRFQ5NNN 'TOTAL SEMESTER TRADE OCC. TAKEN BEFORE GRAD.'
SRFQ6A 'DID STUDENT TAKE SCI/MATH LAST YR-SRI'
SRFQ6B 'DID STUDENT TAKE ENG/LANG LAST YR-SRI'
SRFQ6C 'DID STUDENT TAKE SOC.STUD LAST YR-SRI'
SRFQ6D 'DID STUDENT TAKE VOC. CRS LAST YR-SRI'

Tracking/grouping
SRFQ6E 'SRI-TRACKING USED IN SCI/MATH COURSES?'
SRFQ6F 'SRI-TRACKING USED IN ENG/LANG COURSES?'
SRFQ6G 'SRI-TRACKING USED IN SOCIAL STUD COURSES?'
SRFQ6H 'SRI-TRACKING USED IN VOC/JOBTRNING CRSES?'
SRFQ6M 'WHAT SCI-MATH GRP. WAS STUDENT IN-SRI'
SRFQ6N 'WHAT ENGLISH GROUP WAS STUDENT IN-SRI'
SRFQ6O 'WHAT SOC. STUD. GROUP WAS STUDENT IN-SRI'
SRFQ6P 'WHAT VOC. CRS. GROUP WAS STUDENT IN-SRI'
SRFQ7 'SRI- STUDENT^S COURSE OF STUDY'
SRFQ11A 'IS STUDENT ENROLLED IN UPWARD BOUND'
SRFQ11B 'IS STUDENT ENROLLED IN COOP VOC EDUC PGM'

SRFQ11C 'IS STUDENT ENROLLED IN WORK STUDY PROGRAM'
SRFQ11D 'IS STUDENT ENROLLED IN TALENT SEARCH'
SRFQ11E 'IS STUDENT ENROLLED IN NEIGHBOR. YOUTH CORPS'

Satisfaction with programs

BQ19G 'SCHOOL GAVE IDEAS ABOUT TYPE WORK STUDENT WANTED'
BQ19H 'SCHOOL PROV. COUNSEL. THAT GAVE BET. IDEA OF SELF'
BQ19I 'SCHOOL PROVIDED GOOD EMPLOYMENT COUNSELING'
FQ60A 'RECEIVE SPECIALIZED TRAINING IN HS'
FQ60B 'AREA OF TRAINING (6 DIGIT FIELD OF STUDY)'
FQ61 'WORKED IN JOB WHERE COULD USE TRNG'
FQ62A 'BEEN ABLE TO APPLY ALMOST EVERYTHG'
FQ62B 'BEEN ABLE TO APPLY BASIC PRINCIPLS'
FQ62C 'WOULD HAVE LIKED MORE EXPERIENCE'
FQ62D 'TRAINING DIFFERENT THAN ON JOB'
FQ62E 'HS TRAINING USEFUL IN ON-JOB TRNG'
FQ62F 'TRAINED WITH EQUIP NOT USED ON JOB'
FQ62G 'COULD HAVE GOTTEN JOB WITHOUT TRNG'
FQ62H 'TOOK COURSEWK NOT HELPFUL ON JOB'
SQ71 'DID YOU FIND WORK FOR WHICH YOU COULD USE WHAT YOU EARNED?'
SQ73 'HOW WELL DID YOUR TRAINING PREPARE YOU FOR THIS WORK?'
SQ80 'NOT INCLUDING ON-THE-JOB TRAINING, RECEIVE FORMAL INSTRUCTIO'
TQ22 'NOT INCLUDING ON-THE-JOB TRAINING, RECEIVE FORMAL INSTRUCTIO'
TQ23A 'WHERE DID YOU RECEIVE THIS TRAINING? HIGH SCHOOL'
TQ23B 'WHERE DID YOU RECEIVE THIS TRAINING? VOCATIONAL, TRADE,
TQ23C 'WHERE DID YOU RECEIVE THIS TRAINING? JUNIOR OR COMMUNITY CO'
TQ23D 'WHERE DID YOU RECEIVE THIS TRAINING? 4-YR COLLEGE OR UNIVER'
TQ23E 'WHERE DID YOU RECEIVE THIS TRAINING? MILITARY SERVICE'
TQ23F 'WHERE DID YOU RECEIVE THIS TRAINING? OTHER'
TQ24A 'WHAT WERE YOUR EXPERIENCES? USED MOST OF WHAT I LEARNED'
TQ24B 'WHAT WERE YOUR EXPERIENCES? WOULD HAVE LIKED MORE EXPERIENC'
TQ24C 'WHAT WERE YOUR EXPERIENCES? TRAINING DIFFERENT THAN JOB MET'
TQ24D 'WHAT WERE YOUR EXPERIENCES? TRAINED WITH DIFFERENT TOOLS OR'
TQ24E 'WHAT WERE YOUR EXPERIENCES? COULD HAVE GOTTEN JOB WITHOUT
TQ24F 'WHAT WERE YOUR EXPERIENCES? TOOK COURSES WHICH WERE NOT HEL'
TQ24G 'WHAT WERE YOUR EXPERIENCES? LEARNED MOST OF WHAT I DO IN SC'
TQ24H 'WHAT WERE YOUR EXPERIENCES? DOING AS WELL AS OTHERS WITH TR'
TQ24I 'WHAT WERE YOUR EXPERIENCES? TRAINING WAS WISE CHOICE'
TQ25 'WERE YOU HIRED BECAUSE YOUR EMPLOYER KNEW YOU HAD BEEN TRAIN'
TQ26 'DID THE SCHOOL AT WHICH YOU WERE TRAINED REFER YOU TO THIS J'
TQ50A 'DURING THE PAST YR^S EDUC., HOW SATISFIED WERE YOU WITH TEAC'
TQ50B 'DURING THE PAST YR^S EDUC., HOW SATISFIED WERE YOU WITH SOCI'
TQ50C 'DURING THE PAST YR^S EDUC., HOW SATISFIED WERE YOU WITH WRK.'
TQ50D 'DURING THE PAST YR^S EDUC., HOW SATISFIED WITH INTELLECTUAL'
TQ50E 'DURING THE PAST YR^S EDUC., HOW SATISFIED WERE YOU WITH JOB'

TQ50F 'DURING THE PAST YR^S EDUC., HOW SATISFIED WERE YOU WITH FACI'
TQ50G 'DURING THE PAST YR^S EDUC., HOW SATISFIED WERE YOU WITH CULT'
TQ50H 'DURING THE PAST YR^S EDUC., HOW SATISFIED WITH ITELLECTUAL L'
TQ50I 'DURING THE PAST YR^S EDUC., HOW SATISFIED WERE YOU WITH CURR'
TQ50J 'DURING THE PAST YR^S EDUC., HOW SATISFIED WITH INSTRUCTIONAL'
TQ50K 'DURING THE PAST YR^S EDUC., HOW SATISFIED WERE YOU WITH SPOR'
TQ157A 'HIGH SCHOOL SHOULD HAVE EMPHASIZED BASIC ACADEMICS'
TQ157B 'HIGH SCHOOL DID NOT OFFER ENOUGH PRACTICAL WORK EXPERIENCE'
TQ157C 'HIGH SCHOOL SHOULD HAVE EMPHASIZED VOCATIONAL, TECHNICAL PRO'
TQ157D 'HIGH SCHOOL COUNSELING HELPED ME FIND EMPLOYMENT'
TQ157E 'HIGH SCHOOL SHOULD HAVE GIVEN MORE INDIVIDUAL ATTENTION'
TQ157F 'HIGH SCHOOL COUNSELING HELPED ME CONTINUE MY EDUCATION.'
TQ157G 'OTHER COMMENTS ABOUT YOUR HIGH SCHOOL'
FT15I 'DID NOT RECEIVING SUFFICIENT TRAINING ON THE JOB TO PERFORM'
FT15J 'DID NOT RECEIVING SUFFICIENT TRAINING ON THE JOB TO GET AHEA'
FT16A 'I WAS ABLE TO APPLY MOST OF WHAT I LEARNED IN SCHOOL ON THIS'
FT16B 'I WOULD HAVE LIKED MORE JOB-RELATED TRAINING ON THIS JOB.'
FT16C 'THE WAY THIS JOB IS DONE IS DIFFERENT FROM THE WAY I WAS TRA'
FT16D 'I DID NOT USE, ON THE JOB, THE TOOLS OR EQUIPMENT I WAS TRAI'
FT16E 'I COULD HAVE GOTTEN MY JOB WITHOUT THE TRAINING.'
FT16F 'COURSEWORK ASSOCIATED WITH MY TRAINING WAS NOT HELPFUL IN PE'
FT16G 'MOST OF WHAT I DID ON THE JOB I LEARNED TO DO IN SCHOOL.'
FT16H 'I CONSIDERED MYSELF TO BE DOING AS WELL AS OTHERS WITH SIMIL'
FT16I 'I CONSIDERED GOING TO SCHOOL AND GETTING TRAINING A WISE CHO'

Sources of training

SQ81A 'WHERE DID YOU RECEIVE THIS TRAINING? HIGH SCHOOL.'
SQ81B 'WHERE DID YOU RECEIVE THIS TRAINING? VOCATIONAL, TRADE, BUSI'
SQ81C 'WHERE DID YOU RECEIVE THIS TRAINING? JUNIOR OR COMMUNITY COL'
SQ81D 'WHERE DID YOU RECEIVE THIS TRAINING? 4 YR COLLEGE OR UNIVERS'
SQ81E 'WHERE DID YOU RECEIVE THIS TRAINING? MILITARY SERVICE.'
SQ81F 'WHERE DID YOU RECEIVE THIS TRAINING? OTHER'

Rural-urban code

COMMUNIT 'LOCATION OF SCHOOL--COMMUNITY TYPE'
SQ4 'WHICH OF THE FOLLOWING BEST DESCRIBES THE PLACE YOU LIVED 10'
COMM72 'COMMUNITY COMPOSITE FOR 1972'
COMM73 'COMMUNITY COMPOSITE FOR 1973'

3.3.3 School And Community Partnership

Research Issue: **Factors of rural schooling and rural economics that influence school dropout/school completion among rural students**

HS&B (Local Labor Market Indicators File,[2] Sophomore Base Year File and the Dropout File)

Dropout process
FD6M 'WHEN LEAVE LAST H.S.:MONTH'
FD6Y 'WHEN LEAVE LAST H.S.:YEAR'
FD7 'WHAT GRADE IN WHEN LEFT H.S.'
FD8 'LAST H.S. SAME AS SOPHOMORE H.S.'
FD4 'AREA OF RESIDENCE:FEB82'
FD5 'HOW FAR FEB82 AREA FROM H.S. SOPH. AREA'

Activities at the time of survey
FD1A 'FEB82:WORKING'
FD1B 'FEB82:TAKING COURSES AT A COLLEGE'
FD1C 'FEB82:VOC. OR TECH. COURSES'
FD1D 'FEB82:APPRENTICE OR GOV. TRAINING'
FD1E 'FEB82:ACTIVE DUTY IN ARMED SERVICES'
FD1F 'FEB82:HOMEMAKER'
FD1G 'FEB82:WITH JOB BUT NOT WORKING'
FD1H 'FEB82:LOOKING FOR WORK'
FD1I 'FEB82:TAKING BREAK FROM SCHOOL'

Local/regional labor market conditions
CPCPIAV1 CNTY:PCPI, PERCNT OF NATL AVERAGE, 1981
CTPIAG80 CNTY:TPI, ANNUAL GROWTH, 1980
CTPIAG81 CNTY:TPI, ANNUAL GROWTH, 1981
MPCPI80 SMSA:PER CAPITA PERSONAL INCOME, 1980
MPCPI81 SMSA:PER CAPITA PERSONAL INCOME, 1981
MPCPIAV0 SMSA:PCPI, PERCNT OF NATL AVERAGE, 1980
MPCPIAV1 SMSA:PCPI, PERCNT OF NATL AVERAGE, 1981
MTPIAG80 SMSA:TPI, ANNUAL GROWTH, 1980
MTPIAG81 SMSA:TPI, ANNUAL GROWTH, 1981
SPCPI80 STATE:PER CAPITA PERSONAL INCOME, 1980
SPCPI81 STATE:PER CAPITA PERSONAL INCOME, 1981
SPCPIAV0 STATE:PCPI, PERCNT OF NATL AVERAGE,1980
SPCPIAV1 STATE:PCPI, PERCNT OF NATL AVERAGE,1981
STPIAG80 STATE:TPI, ANNUAL GROWTH, 1980
STPIAG81 STATE:TPI, ANNUAL GROWTH, 1981
CEMPG01 CNTY:PROP EMPLOY GROWTH, 80-81

CEMPG02 CNTY:PROP EMPLOYMENT GROWTH, 80-82
MEMPG01 SMSA:PROP EMPLOY GROWTH, 80-81
MEMPG02 SMSA:PROP EMPLOYMENT GROWTH, 80-82
SEMPG01 STATE:PROP EMPLOY GROWTH, 80-81
SEMPG02 STATE:PROP EMPLOYMENT GROWTH, 80-82
SEMPPR80 STATE:PRCENT EMPLOYED OF 80 POPULATION
SEMPPR81 STATE:PRCENT EMPLOYED OF 81 POPULATION
SPOPQ80 STATE:1980 POPULATION QUARTILE
SPOPQ81 STATE:1981 POPULATION QUARTILE
SUNEMR80 STATE:UNEMPLOYMENT RATE IN 1980
SUNEMR81 STATE:UNEMPLOYMENT RATE IN 1981
SUNEMR82 STATE:UNEMPLOYMENT RATE IN 1982
SWAGE80 STATE:AV HOURLY WAGE (MANUFG) IN 1980
SWAGE81 STATE:AV HOURLY WAGE (MANUFG) IN 1981
SWAGE82 STATE:AV HOURLY WAGE (MANUFG) IN 1982
MUNEMR80 SMSA:UNEMPLOYMENT RATE IN 1980
MUNEMR81 SMSA:UNEMPLOYMENT RATE IN 1981
MUNEMR82 SMSA:UNEMPLOYMENT RATE IN 1982
MFLAGBL SMSA:SUBSTITUTION FLAG (BLS DATA)
MFLAGBEA SMSA:SUBSTITUTION FLAG (BEA DATA)
MPOPQ80 SMSA:1980 POPULATION QUARTILE
MPOPQ81 SMSA:1981 POPULATION QUARTILE
MWAGE80 SMSA:AV HOURLY WAGE (MANUFG) IN 1980
MWAGE81 SMSA:AV HOURLY WAGE (MANUFG) IN 1981
MWAGE82 SMSA:AV HOURLY WAGE (MANUFG) IN 1982
MFLAGW SMSA:SUBSTITUTION FLAG (WAGE DATA)
CUNEMR80 CNTY:UNEMPLOYMENT RATE IN 1980
CUNEMR81 CNTY:UNEMPLOYMENT RATE IN 1981
CUNEMR82 CNTY:UNEMPLOYMENT RATE IN 1982
CEMPPR80 CNTY:PRCENT EMPLOYED OF 80 POPULATION
CEMPPR81 CNTY:PRCENT EMPLOYED OF 81 POPULATION
CPOPQ80 CNTY:1980 POPULATION QUARTILE
CPOPQ81 CNTY:1981 POPULATION QUARTILE
MEMPPR80 SMSA:PRCENT EMPLOYED OF 80 POPULATION
MEMPPR81 SMSA:PRCENT EMPLOYED OF 81 POPULATION
MFLAGPPR SMSA:SUBSTITUTION FLAG (EMP-POP RATIO)

School programs/services

BB002 'HIGH SCHOOL PROGRAM'
YB002 'HOW PLACED IN H.S. PROGRAM'
BB014A 'SPECIAL PROGRAM CO-OP EDUCATION'
BB014B 'SPECIAL PROGRAM WORK-STUDY PROGRAM'
BB014C 'SPECIAL PROGRAM TALENT SEARCH'
BB014D 'SPECIAL PROGRAM UPWARD BOUND'
BB014E 'SPECIAL PROGRAM CONTINUATION H.S.'

BB014F 'SPECIAL PROGRAM ALTERNATIVE H.S.'
BB014G 'SPECIAL PROGRAM PREGNANT GIRLS'
BB014H 'SPECIAL PROGRAM CETA'
BB014I 'SPECIAL PROGRAM JUNIOR ROTC'
FY2 'BEST DESCRIPTION OF H.S. PROGRAM'
FY3F 'ONLY PROGRAM OFFERED IN SCHOOL'
FY9A 'IN REMEDIAL ENGLISH JUNIOR, SENIOR YEAR'
FY9B 'IN REMEDIAL MATH JUNIOR OR SENIOR YEAR'
FY9C 'IN HONORS ENGLISH JUNIOR OR SENIOR YEAR'
FY9D 'IN HONORS MATH JUNIOR OR SENIOR YEAR'
FY9E 'IN BILINGUAL, BICULTURAL PROG JN, SN YR'
FY9F 'IN FAMILY LIFE, SEX ED PROG JN, SN YEAR'
FY9G 'IN ALCOHOL, DRUG ABUSE ED JN, SN YEAR'
FY9H 'IN SPEC PROG FOR ED HANDICAP JN, SN YEAR'
FY9I 'IN SPEC ED PROG FOR PHYS HANDI JN, SN YR'
FY9J 'IN CAREER ED COURSE JUNIOR, SENIOR YEAR'
FY9K 'IN DRIVER ED JUNIOR OR SENIOR YEAR'
FY9L 'IN COMPUTER PROGRAMMING JUNIOR,SENIOR YR'
FY11A 'HEARD OF, WAS IN CO-OP PROGRAM'
FY11B 'HEARD OF, WAS IN H.S. VOCTNL ED WRK-STUD'
FY11C 'HEARD OF, WAS IN TALENT SEARCH'
FY11D 'HEARD OF, WAS IN UPWARD BOUND'
FY11E 'HEARD OF, WAS IN CONTINUATION H.S.'
FY11F 'HEARD OF, WAS IN ALTERNATIVE H.S.'
FY11G 'HEARD OF, WAS IN SPEC SCHL FOR PREG GIRL'
FY11H 'HEARD OF, WAS IN CETA WORK PROGRAMS'
FY11I 'HEARD OF, WAS IN JUNIOR ROTC'
FY13A 'ENGLISH COURSE FOR NONENGLISH STUDENTS'
FY13B 'READING, WRITING IN 1ST LANGUAGE'
FY13C 'OTHER SUBJECTS IN 1ST LANGUAGE'
FY13D 'HISTORY, CULTURE OF ANCESTORS'
FY14 'AMOUNT TEACHING IN 1ST LANGUAGE THRU H.S'

High school program
FD9 'H.S. PROGRAM IN WHEN LEFT H.S.'
FD10A 'ASSIGNED TO H.S. PROGRAM'
FD10B 'CHOSE H.S. PROG. AFTER TALK WITH COUN.'
FD10C 'CHOSE H.S. PROG. AFTER TALK TO PARENTS'
FD10D 'CHOSE H.S. PROG. AFTER TALK TO FRIENDS'
FD10E 'CHOSE H.S. PROGRAM MYSELF'
FD10F 'THIS IS ONLY PROGRAM OFFERED AT H.S.'

Continuing education
FD37 'TAKEN ACADEMIC COURSES SINCE H.S.'
FD38A 'NOT TAKEN COURSES SINCE H.S.'

FD38B 'TAKEN COURSES AT VOC,TRADE,OR BUS. SCH.'
FD38C 'TAKEN COURSES AT JUN. OR COMM. COLL.'
FD38D 'TAKEN COURSES AT 4-YR COLLEGE'
FD38E 'TAKEN OTHER COURSES'
FD39 'COURSE OF STUDY DURING LAST MONTH'
FD16 'GO BACK TO H.S.FOR DIPLOMA OR GET A GED'
FD18 'TAKEN MINIMUM PROFICIENCY TEST'
FD19 'PASS OR FAIL MINIMUM PROFICIENCY TEST'

Education and job expectations

FD40 'HOW FAR WILL YOU GET IN SCHOOL'
FD41 'HOW FAR DO YOUR PARENTS WANT YOU TO GO'
FD42 'WHAT LEVEL WOULD YOU BE SATISFIED WITH'
FD45A 'JOB EXPECTED AT 30 YEARS OLD'

Adult education and job training

FD36 'HAVE PARTICIPATED IN TRAINING'
FD36AA 'PART. IN GED PROGRAM'
FD36AB 'PART. IN ON-THE-JOB TRAINING'
FD36AC 'PART. IN EMPLOYER PROVIDED INSTRUCTION'
FD36AD 'PART. IN FORMAL REGISTERED APPRENTICE.'
FD36AE 'PART. IN MANPOWER DEVEL. AND TRAIN.'
FD36AF 'PART. IN WORK INCENTIVE <WIN>'
FD36AG 'PART. IN NEIGHBORHOOD YOUTH CORPS <NYC>'
FD36AH 'PART. IN COMP. EMPLOY.&TRAIN. ACT <CETA>'
FD36AI 'PART. IN OTHER EMPLOY.&TRAINING PROGRAM'
FD36AJ 'PART. IN CORRESPONDENCE COURSE'
FD36AK 'PART. IN NON-CREDIT COURSES;ENRICHMENT'
FD36AL 'PART. IN OTHER PROGRAM'
FD36B 'BEING TRAINED FOR SPECIFIC WORK'
FD36C 'WHAT TYPE OF WORK BEING TRAINED FOR'
FD36D 'PROGRAM DURATION'
FD36EM 'MONTH ENROLLED IN PROGRAM'
FD36EY 'YEAR ENROLLED IN PROGRAM'
FD36F 'COMPLETED PROGRAM'

Rural-urban code

FY100 'TYPE COMMUNITY LIVED IN 1ST WEEK FEB 82'
FD4 'AREA OF RESIDENCE:FEB82'
SCHURB 'ORIGNL SCH CIC URBANZN CODE'
HSURBAN H.S. URBANICITY
COMTYPE COMMUNITYTYPE

Research Issue: **Native American communities' different learning environment and the impact on education**

SASS (1987-88, Public School File)

Identification of the Native community

SSC018	DESCRIPTION OF COMMUNITY
SSC052	% OF AMERICAN INDIAN /ALASKAN STUDENTS
SSC057	% OF AMERICAN INDIAN /ALASKAN TEACHERS

School demographic characteristics

SSC011	ENROLLMENT ON OCT. 1, 1987
SSC012	ENROLLMENT ON OCT. 1, 1986
SSC013	LEVEL OF SCHOOL
SSC014	SCHOOL DESCRIPTION
SSC015	IS THIS SCHOOL COEDUCATIONAL
SSC016	PERCENTAGE OF MALE STUDENTS
SSC057	% OF AMERICAN INDIAN /ALASKAN TEACHERS
SSC058	% OF ASIAN OR PACIFIC ISLANDER TEACHERS
SSC059	% OF HISPANIC TCHRS, REGARDLESS OF RACE
SSC060	% OF BLACK (NOT HISPANIC) TEACHERS
SSC061	% OF WHITE (NOT HISPANIC) TEACHERS

School operation/programs

SSC048	# OF DAYS IN FOR HIGHEST GRADE
SSC049	LENGTH OF DAY FOR HIGHEST GRADE (HRS.)
SSC050	LENGTH OF DAY FOR HIGHEST GRADE (MIN.)
SSC142	SELF-CONTAINED CLASSES
SSC143	TEAM TEACHING
SSC144	DEPARTMENTALIZED SITUATION
SSC145	SELF-CONTAINED
SSC146	TEAM TEACHING
SSC147	DEPARTMENTALIZED SITUATION

Staffing

SSC148	ASSIGNED FULL-TIME TEACHERS
SSC149	PERSONNEL DO SOME PART-TIME TEACHING
SSC150	TOTAL TEACHERS REGULARLY EMPLOYED
SSC151	% TEACHERS WITH LESS THAN 3 YEARS EXP
SSC152	% TEACHERS WITH 3-9 YEARS EXP
SSC153	% TEACHERS WITH 10-20 YEARS EXP
SSC154	% TEACHERS WITH MORE THAN 20 YEARS EXP
SSC155	TCHRS HAVING BEYOND BACHELORS DEGREE
SSC156	TOTAL FTE PRINCIPALS/ASST. PRINCIPALS

SSC157 TOTAL FTE TEACHERS
SSC158 TCHRS PAID BYSCHOOL/SUPPORTORS
SSC159 TCHRS PAID BY PUBLIC AGENCIES
SSC160 TOTAL FTE GUIDANCE COUNSELORS
SSC161 TOTAL FTE LIBRARIANS AND OTHER
SSC162 TOTAL FTE OTHER PROFESSIONAL STAFF
SSC163 TOTAL FTE PAID BY PRIVATE SCHOOL
SSC164 TOTAL FTE PAID BY PUBLIC AGENCIES
SSC165 TOTAL FTE TEACHER AIDES
SSC166 TOTAL FTE OTHER NONINSTRUCTIONAL STAFF
SSC167 UNPAID VOLUNTEERS PROVIDE SERVICE
SSC168 UNPAID VOLUNTEERS EXPECTED
SSC173 ADDITIONS OCT 1,1986- OCT 1,1987

School performance
SSC051 PERCENTAGE OF STUDENTS NOT IN ATTENDANCE
SSC135 % STUDENTS ENROLLED AT BEGIN/YR & END/YR
SSC138 % 12TH GR ENROLLED ACADEMIC/COLLEGE PREP
SSC140 12TH GRADE GRADUATES
SSC141 % GRADUATES APPLYING TO 2,4 YR COLLEGES

SASS (1990-91, Public School, LEA, and Teacher Followup Files)

Identification of Native American Schools
AMINDIST 'HOW MANY K-12 ARE AMERICAN INDIAN OR ALASKAN NATIV'
TCHAMIND 'HOW MANY DIST TCHRS ARE AMER INDIAN OR ALASKAN NAT'
TRIBE 'ARE ENROLLED IN A RECOGNIZED TRIBE'
AMINDSTU 'HOW MANY K-12 STUD ARE AMERICAN INDIAN OR ALASKAN'
STATE 'FIPS STATE CODE FOR PHYSICAL LOCATION OF SCHOOL'
LOCALE 'COMMUNITY TYPE OR URBANICITY'
AMINDTCH 'HOW MANY TCHRS ARE AMERICAN INDIAN OR ALASKAN NAT'

School demographics
FREELNCH 'ARE ANY STUDENTS ELIGIBLE FOR FREE LUNCHES'
ENRK12UG 'TOTAL ENROLLMENT K-12 PLUS UNGRADED'

School operation
NUMDAYS 'HOW MANY SCHOOL DAYS IN THE SCHOOL YEAR'
NUMHOURS 'HOW LONG IS THE SCHOOL DAY IN HOURS'
NUMMNTE 'HOW LONG IS THE SCHOOL DAY IN MINUTES'
ABSNTST 'HOW MANY K-12 WERE ABSENT THE MOST RECENT SCH DAY'
OFFERUG 'FOR WHAT GRADE LEVELS DOES SCH OFFER INSTRUCTION'
NUMBRUG 'HOW MANY STUD WERE ENROLLED IN UNGRADED ON OCT 1'
OFFERPK 'FOR WHAT GRADE LEVELS DOES SHC OFFER INSTRUCTION'

Programs

ESOLPGM 'ENGLISH AS A SECOND LANGUAGE PROGRAM'
ESOLNUM 'HOW MANY STUD PARTICIPATE IN ENG SECOND LANG PROG'
BILNGPGM 'BILINGUAL EDUCATION PROGRAM'
BILNGNUM 'HOW MANY STUD PARTICIPATE IN BILINGUAL PROGRAM'
READPGM 'REMEDIAL READING PROGRAM'
READNUM 'HOW MANY STUD PARTICIPATE IN REMEDIAL READING PROG'
MATHPGM 'REMEDIAL MATHEMATICS PROGRAM'
MATHNUM 'HOW MANY STUD PARTICIPATE IN REMEDIAL MATH PROG'
SPECLPGM 'PROGRAMS FOR HANDICAPPED STUDENTS'
SPCLNUM 'HOW MANY STUD PARTICIPATE IN HANDICAPPED PROGRAM'
GIFTDPGM 'GIFTED AND TALENTED PROGRAM'
GIFTDNUM 'HOW MANY STUD PARTICIPATE IN THE GIFTED PROGRAM'
DIAGNPGM 'DIAGNOSTIC AND PRESCRIPTIVE SERVICES PROGRAM'
DIAGNNUM 'HOW MANY STUD PARTICIPATE IN THE PRESCRIPTIVE PROG'
AFTERPGM 'EXTENDED DAY OR BEFORE SCHOOL DAY CARE PROGRAM'
AFTERNUM 'HOW MANY STUD PARTICIPATE IN THE EXTENDED DAY PGM'
PKOFFER 'DOES THIS SCHOOL OFFER A PREKINDERGARTEN PROGRAM'
PKNUMDAY 'HOW MANY DAYS PER WEEK IS PREKINDERGARTEN OFFERED'
PKLENDAY 'HOW LONG IS THE SCHOOL DAY FOR PREKINDERGARTEN'
KGOFFER 'DOES THIS SCHOOL OFFER A KINDERGARTEN PROGRAM'
KGNUMDAY 'HOW MANY DAYS PER WEEK IS KINDERGARTEN OFFERED'
KGLENDAY 'HOW LONG IS THE SCHOOL DAY FOR KINDERGARTEN'
OWNLIBRY 'DOES THIS SCHOOL HAVE A LIBRARY/MEDIA CENTER'
LIBRYALL 'DO ALL STUD IN THIS SCHOOL HAVE ACCESS TO THE LIB'
CHPTRONE 'DOES THIS SCHOOL PROVIDE CHAPTER 1 SERVICES'
ONESVPK 'HOW MANY PREKINDERGARTEN STUDENTS ARE SERVED'
ONESVK12 'HOW MANY K-12 STUDENTS ARE SERVED'
ONETEACH 'HOW MANY CHAPTER 1 TEACHERS AND AIDES AT THIS SCH'
LUNCHPK 'HOW MANY PREKINDERGARTEN STUS RECEIVE FREE LUNCHES'
LUNCHK12 'HOW MANY K-12 STUDENTS RECEIVE FREE LUNCHES'
NOLUNCH 'HOW MANY STUDENTS RECEIVE FREE LUNCHES'
COLLPREP 'DOES THIS SCHOOL OFFER A COLLEGE PREP PROGRAM'
PREPNUM 'HOW MANY STUD GRADES 10-12 ARE IN COLLEGE PREP PRG'
VOCTECH 'DOES SCH OFFER VOCATIONAL/TECHNICAL PROGRAM'
TECHNUM 'HOW MANY STUD GRADES 10-12 ARE IN VOCTECH PROGRAM'
GENERAL 'DOES SCH OFFER GENERAL PROG FOR NON COLLEGE-BOUND'
GENLNUM 'HOW MANY STUD GRADES 10-12 ARE IN GENERAL PROGRAM'

School outcomes

ENROL12 'LAST SCHOOL YEAR HOW MANY STUS IN 12TH GRADE'
GRADNUM 'HOW MANY STUD GRADUATED FROM 12TH GRADE LAST YEAR'
GRADAPLY 'HOW MANY GRADUATES APPLIED TO 2 OR 4 YEAR COLLEGES'

Staffing

FULTEACH 'HOW MANY K-12 FULL-TIME TEACHING POSITIONS'
PARTEACH 'HOW MANY K-12 PART-TIME TEACHING POSITIONS'
TOTTEACH 'WHAT IS THE TOTAL NUMBER OF K-12 TEACHERS'

Research Issue: **The role of rural schools in promoting employability: school program participation, school completion, and interaction with local economic conditions**

HS&B (Local Labor Market Indicator File[2], Sophomore Base Year, First, Second, and Third Followup Files)

Local/regional labor market conditions

CPCPIAV1	CNTY:PCPI, PERCNT OF NATL AVERAGE, 1981
CTPIAG80	CNTY:TPI, ANNUAL GROWTH, 1980
CTPIAG81	CNTY:TPI, ANNUAL GROWTH, 1981
MPCPI80	SMSA:PER CAPITA PERSONAL INCOME, 1980
MPCPI81	SMSA:PER CAPITA PERSONAL INCOME, 1981
MPCPIAV0	SMSA:PCPI, PERCNT OF NATL AVERAGE, 1980
MPCPIAV1	SMSA:PCPI, PERCNT OF NATL AVERAGE, 1981
MTPIAG80	SMSA:TPI, ANNUAL GROWTH, 1980
MTPIAG81	SMSA:TPI, ANNUAL GROWTH, 1981
SPCPI80	STATE:PER CAPITA PERSONAL INCOME, 1980
SPCPI81	STATE:PER CAPITA PERSONAL INCOME, 1981
SPCPIAV0	STATE:PCPI, PERCNT OF NATL AVERAGE,1980
SPCPIAV1	STATE:PCPI, PERCNT OF NATL AVERAGE,1981
STPIAG80	STATE:TPI, ANNUAL GROWTH, 1980
STPIAG81	STATE:TPI, ANNUAL GROWTH, 1981
CEMPG01	CNTY:PROP EMPLOY GROWTH, 80-81
CEMPG02	CNTY:PROP EMPLOYMENT GROWTH, 80-82
MEMPG01	SMSA:PROP EMPLOY GROWTH, 80-81
MEMPG02	SMSA:PROP EMPLOYMENT GROWTH, 80-82
SEMPG01	STATE:PROP EMPLOY GROWTH, 80-81
SEMPG02	STATE:PROP EMPLOYMENT GROWTH, 80-82
SEMPPR80	STATE:PRCENT EMPLOYED OF 80 POPULATION
SEMPPR81	STATE:PRCENT EMPLOYED OF 81 POPULATION
SPOPQ80	STATE:1980 POPULATION QUARTILE
SPOPQ81	STATE:1981 POPULATION QUARTILE
SUNEMR80	STATE:UNEMPLOYMENT RATE IN 1980
SUNEMR81	STATE:UNEMPLOYMENT RATE IN 1981
SUNEMR82	STATE:UNEMPLOYMENT RATE IN 1982
SWAGE80	STATE:AV HOURLY WAGE (MANUFG) IN 1980
SWAGE81	STATE:AV HOURLY WAGE (MANUFG) IN 1981
SWAGE82	STATE:AV HOURLY WAGE (MANUFG) IN 1982
MUNEMR80	SMSA:UNEMPLOYMENT RATE IN 1980
MUNEMR81	SMSA:UNEMPLOYMENT RATE IN 1981
MUNEMR82	SMSA:UNEMPLOYMENT RATE IN 1982
MFLAGBLS	SMSA:SUBSTITUTION FLAG (BLS DATA)
MFLAGBEA	SMSA:SUBSTITUTION FLAG (BEA DATA)
MPOPQ80	SMSA:1980 POPULATION QUARTILE
MPOPQ81	SMSA:1981 POPULATION QUARTILE

MWAGE80 SMSA:AV HOURLY WAGE (MANUFG) IN 1980
MWAGE81 SMSA:AV HOURLY WAGE (MANUFG) IN 1981
MWAGE82 SMSA:AV HOURLY WAGE (MANUFG) IN 1982
MFLAGW SMSA:SUBSTITUTION FLAG (WAGE DATA)
CUNEMR80 CNTY:UNEMPLOYMENT RATE IN 1980
CUNEMR81 CNTY:UNEMPLOYMENT RATE IN 1981
CUNEMR82 CNTY:UNEMPLOYMENT RATE IN 1982
CEMPPR80 CNTY:PRCENT EMPLOYED OF 80 POPULATION
CEMPPR81 CNTY:PRCENT EMPLOYED OF 81 POPULATION
CPOPQ80 CNTY:1980 POPULATION QUARTILE
CPOPQ81 CNTY:1981 POPULATION QUARTILE
MEMPPR80 SMSA:PRCENT EMPLOYED OF 80 POPULATION
MEMPPR81 SMSA:PRCENT EMPLOYED OF 81 POPULATION
MFLAGPPR SMSA:SUBSTITUTION FLAG (EMP-POP RATIO)

Post high school work experience/compensations
FY24 'MOST RECENT TIME WORKED FOR PAY'
FY25 '# HOURS A WEEK ON MOST RECENT JOB'
FY26 'AMOUNT EARNED PER HOUR MOST RECENT JOB'
FY29 'KIND OF WORK DONE ON MOST RECENT JOB'
FY35 'LOWEST HLRY WAGE ACCEPT AFTER GRAD H.S.'
FY88 'HAVE FULLTIME JOB LINED UP AHS'
FY89 'WOULD DO WHAT IF CAN^T FIND JOB AHS'
SY3A WRKG FOR PAY 1ST WK FEB 84
SY3B TKG VOC,TECH COURS 1ST WK FEB 84
SY3C TKG ACAD COURS 1ST WK FEB 84
SY3D TKG GRAD,PROF COURS 1ST WK FEB 84
SY3E APPREN,GOVT TRNG PGM 1ST WK FEB 84
SY3F ACTIVE DUTY ARMD FRCS 1ST WK FEB 84
SY3G KEEPG HOUSE 1ST WK FEB 84
SY3H TEMP LAYOFF 1ST WK FEB 84
SY3I LOOKG FOR WORK 1ST WK FEB 84
SY46A 1ST JOB - OCCUPATION
SY46B 1ST JOB - INDUSTRY
SY46D 1ST JOB - EMPLYMT ARRNGMT
SY46EM 1ST JOB - MONTH STARTED
SY46GA 1ST JOB - GROSS STARTG SALARY
SY46GB 1ST JOB - STARTG PAY SCHEDULE
SY46HA 1ST JOB - GROSS FINAL SALARY
SY47A 2ND JOB - OCCUPATION
SY47B 2ND JOB - INDUSTRY
SY47D 2ND JOB - EMPLYMT ARRNGMT
SY47GA 2ND JOB - GROSS STARTG SALARY
SY47GB 2ND JOB - STARTG PAY SCHEDULE
SY47HA 2ND JOB - GROSS FINAL SALARY

SY47HB 2ND JOB - FINAL PAY SCHEDULE
SY48A 3RD JOB - OCCUPATION
SY48B 3RD JOB - INDUSTRY
SY48D 3RD JOB - EMPLYMT ARRNGMT
SY48GA 3RD JOB - GROSS STARTG SALARY
SY48GB 3RD JOB - STARTG PAY SCHEDULE
SY48HA 3RD JOB - GROSS FINAL SALARY
SY48HB 3RD JOB - FINAL PAY SCHEDULE
TY3A 'WORKING FOR PAY 1ST WK FEB 86'
TY3B 'TAKING VOC, TECH COURSES 1ST WK FEB 86'
TY3C 'TAKING ACADEMIC COURSES 1ST WK FEB 86'
TY3D 'TAKING GRAD, PROF COURSES 1ST WK FEB 86'
TY3E 'APPRENTICE, GOVT TRNG PROG 1ST WK FEB 86'
TY3F 'ACTIVE DUTY ARMED FORCES 1ST WK FEB 86'
TY3G 'KEEPING HOUSE 1ST WK FEB 86'
TY3H 'ON TEMPORARY LAYOFF 1ST WK FEB 86'
TY3I 'LOOKING FOR WORK 1ST WK FEB 86'
TY7 'HAVE JOB BTWN MAR 84 AND PRESENT'
TY8A '1ST JOB OR OCCUPATION'
TY8B '1ST JOB BUSINESS OR INDUSTRY'
TY8D '1ST JOB - JOB STATUS...'
TY8GA '1ST JOB STARTING SALARY'
TY8GB '1ST JOB STARTING SALARY WAGE SCHEDULE'
TY8HA '1ST JOB - CURRENT SALARY'
TY8HB '1ST JOB CURRENT SALARY - WAGE SCHEDULE'
TY9A '2ND JOB OR OCCUPATION'
TY9B '2ND JOB BUSINESS OR INDUSTRY'
TY9D '2ND JOB - JOB STATUS...'
TY9GA '2ND JOB, STARTING SALARY'
TY9GB '2ND JOB STARTING SALARY - WAGE SCHEDULE'
TY9GFLG 'VERY LOW - HIGH HOURLY WAGES - TE9G'
TY9HA '2ND JOB - CURRENT SALARY'
TY9HB '2ND JOB CURRENT SALARY - WAGE SCHEDULE'
TY10A '3RD JOB OR OCCUPATION'
TY10B '3RD JOB BUSINESS OR INDUSTRY'
TY10D '3RD JOB - JOB STATUS'
TY10GA '3RD JOB STARTING SALARY'
TY10GB '3RD JOB STARTING SALARY - WAGE SCHEDULE'
TY10HA '3RD JOB - CURRENT SALARY'
TY10HB '3RD JOB CURRENT SALARY - WAGE SCHEDULE'

Mobility

SY6 TYPE COMMUNITY LIVD IN 1ST WK FEB 84
SY7 DISTANCE FROM SR HS COMMUNITY
TY6B 'HOW FAR IS RES. FR PLACE WHERE SR. IN HS'

Received public assistance

SY55 UNEMPLYD & JOB HUNTG BETW JN 82-FEB 84
TY17 'OUT OF WORK SINCE MARCH 84?'
TY17D84 'RECEIVE UNEMPLOYMENT INSURANCE - 84?'
TY17D85 'RECEIVE UNEMPLOYMENT INSURANCE - 85?'
TY17D86 'RECEIVE UNEMPLOYMENT INSURANCE - 86?'

High school programs/completion

BB002 'HIGH SCHOOL PROGRAM'
YB002 'HOW PLACED IN H.S. PROGRAM'
BB014A 'SPECIAL PROGRAM CO-OP EDUCATION'
BB014B 'SPECIAL PROGRAM WORK-STUDY PROGRAM'
BB014C 'SPECIAL PROGRAM TALENT SEARCH'
BB014D 'SPECIAL PROGRAM UPWARD BOUND'
BB014E 'SPECIAL PROGRAM CONTINUATION H.S.'
BB014F 'SPECIAL PROGRAM ALTERNATIVE H.S.'
BB014G 'SPECIAL PROGRAM PREGNANT GIRLS'
BB014H 'SPECIAL PROGRAM CETA'
BB014I 'SPECIAL PROGRAM JUNIOR ROTC'
FY2 'BEST DESCRIPTION OF H.S. PROGRAM'
FY3F 'ONLY PROGRAM OFFERED IN SCHOOL'
FY59 'EVER REPEATED GRADE, HELD BACK'
FY9A 'IN REMEDIAL ENGLISH JUNIOR, SENIOR YEAR'
FY9B 'IN REMEDIAL MATH JUNIOR OR SENIOR YEAR'
FY9C 'IN HONORS ENGLISH JUNIOR OR SENIOR YEAR'
FY9D 'IN HONORS MATH JUNIOR OR SENIOR YEAR'
FY9E 'IN BILINGUAL, BICULTURAL PROG JN, SN YR'
FY9F 'IN FAMILY LIFE, SEX ED PROG JN, SN YEAR'
FY9G 'IN ALCOHOL, DRUG ABUSE ED JN, SN YEAR'
FY9H 'IN SPEC PROG FOR ED HANDICAP JN, SN YEAR'
FY9I 'IN SPEC ED PROG FOR PHYS HANDI JN, SN YR'
FY9J 'IN CAREER ED COURSE JUNIOR, SENIOR YEAR'
FY9K 'IN DRIVER ED JUNIOR OR SENIOR YEAR'
FY9L 'IN COMPUTER PROGRAMMING JUNIOR,SENIOR YR'
FY11A 'HEARD OF, WAS IN CO-OP PROGRAM'
FY11B 'HEARD OF, WAS IN H.S. VOCTNL ED WRK-STUD'
FY11C 'HEARD OF, WAS IN TALENT SEARCH'
FY11D 'HEARD OF, WAS IN UPWARD BOUND'
FY11E 'HEARD OF, WAS IN CONTINUATION H.S.'
FY11F 'HEARD OF, WAS IN ALTERNATIVE H.S.'
FY11G 'HEARD OF, WAS IN SPEC SCHL FOR PREG GIRL'
FY11H 'HEARD OF, WAS IN CETA WORK PROGRAMS'
FY11I 'HEARD OF, WAS IN JUNIOR ROTC'
FY13A 'ENGLISH COURSE FOR NONENGLISH STUDENTS'
FY13B 'READING, WRITING IN 1ST LANGUAGE'

FY13C 'OTHER SUBJECTS IN 1ST LANGUAGE'
FY13D 'HISTORY, CULTURE OF ANCESTORS'
FY14 'AMOUNT TEACHING IN 1ST LANGUAGE THRU H.S'
TY18 'HIGH SCHOOL EDUCATION COMPLETED?'

Rural-urban code

SCHURB 'ORIGNL SCH CIC URBANZN CODE'
FY100 TYPE COMMUNITY LIVED IN 1ST WEEK FEB 82
SY6 TYPE COMMUNITY LIVD IN 1ST WK FEB 84
SY7 DISTANCE FROM SR HS COMMUNITY
TY6B HOW FAR IS RES. FR PLACE WHERE SR. IN HS
HSURBAN H.S. URBANICITY
COMTYPE COMMUNITYTYPE

HS&B (Senior Cohort Base Year, First, Second and Third Followup Files)

Post high school mobility

FE4 'LOCATION WHERE R LIVED 1ST WEEK FEB 82'
FE5 'HOW FAR FROM COMM, CITY WHEN SENIOR IN H'
SE6 'TYPE COMMUNITY LIVED IN 1ST WK FEB 84'
SE7 'DISTANCE FROM SR HS COMMUNITY'
TE6B 'HOW FAR IS RES. FR PLACE WHERE SR. IN HS'

Post secondary school experience

EDATTAIN 'EDUCATION ATTAINMT'
FE1A 'WORKING FOR PAY 1ST WEEK FEB 82'
FE1B 'ATTENDING COLLEGE 1ST WEEK FEB 82'
FE1C 'TAKING VOC, TECH COURSES 1ST WEEK FEB 82'
FE1D 'IN APPREN,GOVT TRNG PROG 1ST WEEK FEB 82'
FE1E 'ACTIVE DUTY ARMED FORCES 1ST WEEK FEB 82'
FE1F 'HOMEMAKER, NO OTHER JOB 1ST WEEK FEB 82'
FE1G 'TEMPORARY LAYOFF 1ST WEEK FEB 82'
FE6 'COMPLETED HIGH SCHOOL?'
FE9A 'WORKING FOR PAY 1ST WEEK OCT 81'
FE9B 'ATTENDING COLLEGE 1ST WEEK OCT 81'
FE9C 'TAKING VOC, TECH COURSES 1ST WEEK OCT 81'
FE9D 'IN APPREN,GOVT TRNG PROG 1ST WEEK OCT 81'
FE9E 'ACTIVE DUTY ARMED FORCES 1ST WEEK OCT 81'
FE9F 'HOMEMAKER, NO OTHER JOB 1ST WEEK OCT 81'
FE9G 'ON TEMPORARY LAYOFF 1ST WEEK OCT 81'
FE9H 'LOOKING FOR WORK 1ST WEEK OCT 81'
SE3A 'WORKG FOR PAY 1ST WK FEB 84'
SE3B 'TKG VOC,TECH COURS 1ST WK FEB 84'
SE3C 'TKG ACAD COURS 1ST WK FEB 84'

SE3D 'TKG GRAD,PROF COURS 1ST WK FEB 84'
SE3E 'APPREN,GOVT TRNG PROG 1ST WK FEB 84'
SE3F 'ACTIVE DUTY ARMD FRCS 1ST WK FEB 84'
SE3G 'KEEPG HOUSE 1ST WK FEB 84'
SE3H 'TEMP LAYOFF 1ST WK FEB 84'
SE3I 'LOOKG FOR WORK 1ST WK FEB 84'
SE8A 'WORKG FOR PAY 1ST WK OCT 83'
SE8B 'TKG VOC,TECH COURS 1ST WK OCT 83'
SE8C 'TKG ACAD COURS 1ST WK OCT 83'
SE8D 'TKG GRAD,PROF COURS 1ST WK OCT 83'
SE8E 'APPREN,GOVT TRNG PROG 1ST WK OCT 83'
SE8F 'ACTIVE DUTY ARMD FRCS 1ST WK OCT 83'
SE8G 'KEEPG HOUSE 1ST WK OCT 83'
SE8H 'TEMP LAYOFF 1ST WK OCT 83'
SE8I 'LOOKG FOR WORK 1ST WK OCT 83'
SE13 'COMPLETED HIGH SCH'
TE3A 'WORKING FOR PAY 1ST WK FEB 86'
TE3B 'TAKING VOC,TECH COURSES 1ST WK FEB 86'
TE3C 'TAKING ACADEMIC COURSES 1ST WK FEB 86'
TE3D 'TAKING GRAD,PROF COURSES 1ST WK FEB 86'
TE3E 'APPRENTICE,GOVT TRNG PROG 1ST WK FEB 86'
TE3F 'ACTIVE DUTY ARMED FORCES 1ST WK FEB 86'
TE3G 'KEEPING HOUSE 1ST WK FEB 86'
TE3H 'ON TEMPORARY LAYOFF 1ST WK FEB 86'
TE3I 'LOOKING FOR WORK 1ST WK FEB 86'
TE13 'WORKED FULL-TIME BTWN MARCH 84 & FEB 86?'
TE18 'HIGH SCHOOL EDUCATION COMPLETED?'

Employment/earnings

JOBSOC80 'EMPLOYMENT STATUS 10/80'
JOBSFE81 'EMPLOYMENT STATUS 2/81'
JOBSOC81 'EMPLOYMENT STATUS 10/81'
JOBSFE82 'EMPLOYMENT STATUS 2/82'
JOBSOC82 'EMPLOYMENT STATUS 10/82'
JOBSFE83 'EMPLOYMENT STATUS 2/83'
JOBSOC83 'EMPLOYMENT STATUS 10/83'
JOBSFE84 'EMPLOYMENT STATUS 2/84'
BB018 'AGE FIRST WORKED FOR PAY'
BB019 'WORKED FOR PAY LAST WEEK'
BB022 'HOURS WORKED PER WEEK'
BB023 'EARNING PER HOUR AT WORK'
BB024 'TYPE OF WORK MOST RECENT JOB'
BB025 'EMPLOYER, CETA, GOVT., OR PRIVATE'
EB030 'WORKED HRS-WEEK LAST SUMMER-79'
EB031 'WORKED HRS-WEEK LAST SCHOOL YEAR'

EB034 'ACCEPTED IN ARMED SERVICES'
FE24A1 'OCCUPATION 1ST JOB AFTER H.S.'
FE24B1 'OCCUPATION 2ND JOB AFTER H.S.'
FE24C1 'OCCUPATION 3RD JOB AFTER H.S.'
FE24D1 'OCCUPATION 4TH JOB AFTER H.S.'
FE24E1 'OCCUPATION 5TH JOB AFTER H.S.'
FE24A2 'BUSINESS, INDUSTRY OF 1ST JOB AFTER H.S.'
FE24B2 'BUSINESS, INDUSTRY OF 2ND JOB AFTER H.S.'
FE24C2 'BUSINESS, INDUSTRY OF 3RD JOB AFTER H.S.'
FE24D2 'BUSINESS, INDUSTRY OF 4TH JOB AFTER H.S.'
FE24E2 'BUSINESS, INDUSTRY OF 5TH JOB AFTER H.S.'
FE24A4 'TYPE EMPLOYEE 1ST JOB AFTER H.S.'
FE24B4 'TYPE EMPLOYEE 2ND JOB AFTER H.S.'
FE24C4 'TYPE EMPLOYEE 3RD JOB AFTER H.S.'
FE24D4 'TYPE EMPLOYEE 4TH JOB AFTER H.S.'
FE24E4 'TYPE EMPLOYEE 5TH JOB AFTER H.S.'
FE24A7R 'STARTING SALARY 1ST JOB AFTER HS <HR,WK>'
FE24A7S 'STARTING SALARY 1ST JOB AFTER H.S.'
FE24B7R 'STARTING SALARY 2ND JOB AFTER HS <HR,WK>'
FE24B7S 'STARTING SALARY 2ND JOB AFTER H.S.'
FE24C7R 'STARTING SALARY 3RD JOB AFTER HS <HR,WK>'
FE24C7S 'STARTING SALARY 3RD JOB AFTER H.S.'
FE24A8R 'SALARY NOW OR WHEN LEFT 1ST JAHS <HR,WK>'
FE24A8S 'SALARY NOW OR WHEN LEFT 1ST JOB AFTER HS'
FE24B8R 'SALARY NOW OR WHEN LEFT 2ND JAHS <HR,WK>'
FE24B8S 'SALARY NOW OR WHEN LEFT 2ND JOB AFTER HS'
FE24C8R 'SALARY NOW OR WHEN LEFT 3RD JAHS <HR,WK>'
FE24C8S 'SALARY NOW OR WHEN LEFT 3RD JOB AFTER HS'
FE24A9 '# HRS PER WK USUALLY WORKED 1ST JOB AHS'
FE28A 'AMOUNT OF TIME WORKING WITH THINGS'
FE28B 'AMOUNT OF TIME DOING PAPERWORK'
FE28C 'AMOUNT OF TIME WORKING WITH IDEAS'
FE28D 'AMOUNT OF TIME DEALING WITH PEOPLE'
FE29 'NOT W-OUT JOB,LKNG FOR WORK 6-80 TO 2-82'
FE29BR 'LOWEST SALARY ACCEPTED <HR,WK,YR>'
FE29BS 'LOWEST SALARY ACCEPTED <WAGE>'
FE54 'SERVED IN REG ARMED FORCES,RESRV,ETC'
FE54H 'CURRENTLY ON ACTIVE DUTY'
SE46 'HELD ANY JOB BETW MARCH 82 AND FEB 84'
SE47A '1ST JOB - OCCUPATION'
SE47B '1ST JOB - INDUSTRY'
SE47D '1ST JOB - EMPLOYMENT ARRANGEMENT'
SE47GA '1ST JOB - GROSS STARTING SALARY'
SE47GB '1ST JOB - STARTING PAY SCHEDULE'
SE47HA '1ST JOB - GROSS FINAL SALARY'

SE48A '2ND JOB - OCCUPATION'
SE48B '2ND JOB - INDUSTRY'
SE48D '2ND JOB - EMPLOYMENT ARRANGEMENT'
SE48GA '2ND JOB - GROSS STARTING SALARY'
SE48GB '2ND JOB - STARTING PAY SCHEDULE'
SE48HA '2ND JOB - GROSS FINAL SALARY'
SE49A '3RD JOB - OCCUPATION'
SE49B '3RD JOB - INDUSTRY'
SE49D '3RD JOB - EMPLOYMENT ARRANGEMENT'
SE49GA '3RD JOB - GROSS STARTING SALARY'
SE49GB '3RD JOB - STARTING PAY SCHEDULE'
SE49HA '3RD JOB - GROSS FINAL SALARY'
SE51 'HELD FULL-TIME JOB BETW HS AND FEB 84'
TE7 'HAVE JOB BTWN MAR 84 AND PRESENT'
TE8A '1ST JOB OR OCCUPATION'
TE8B '1ST JOB BUSINESS OR INDUSTRY'
TE8D '1ST JOB - JOB STATUS...'
TE8GA '1ST JOB STARTING SALARY'
TE8GB '1ST JOB STARTING SALARY WAGE SCHEDULE'
TE8HA '1ST JOB - CURRENT SALARY'
TE8HB '1ST JOB CURRENT SALARY - WAGE SCHEDULE'
TE9A '2ND JOB OR OCCUPATION'
TE9B '2ND JOB BUSINESS OR INDUSTRY'
TE9D '2ND JOB - JOB STATUS...'
TE9GA '2ND JOBSTARTING SALARY'
TE9GB '2ND JOB STARTING SALARY - WAGE SCHEDULE'
TE9HA '2ND JOB - CURRENT SALARY'
TE9HB '2ND JOB CURRENT SALARY - WAGE SCHEDULE'
TE10A '3RD JOB OR OCCUPATION'
TE10B '3RD JOB BUSINESS OR INDUSTRY'
TE10D '3RD JOB - JOB STATUS...'
TE10GA '3RD JOB STARTING SALARY'
TE10GB '3RD JOB STARTING SALARY - WAGE SCHEDULE'
TE10HA '3RD JOB - CURRENT SALARY'
TE10HB '3RD JOB CURRENT SALARY - WAGE SCHEDULE'

Received public assistance
FE68CA 'AMNT PUBLIC ASSTWELFAREAFDC IN 80'
FE68DA 'R^S UNEMPL COMP FOR 80'
FE68AB 'R^S WAGESSALARIESETC IN 81'
FE68CB 'AMNT PUBLIC ASSTWELFAREETC IN 81'
FE68DB 'R^S UNEMPL COMP IN 81'
SE68G82 '1982 OWN UNEMPLYMT COMPNSN'
SE68G83 '1983 OWN UNEMPLYMT COMPNSN'
TE17 'OUT OF WORK SINCE MARCH 84?'

TE17D84 'RECEIVE UNEMPLOYMENT INSURANCE - 84?'
TE17D85 'RECEIVE UNEMPLOYMENT INSURANCE - 85?'
TE17D86 'RECEIVE UNEMPLOYMENT INSURANCE - 86?'

High school program participation/completion

BB002 'HIGH SCHOOL PROGRAM'
EB035A 'EMPHASIS ON ACADEMIC SUBJECTS'
EB035B 'EMPHASIS ON VOCATIONAL COURSES'
EB035C 'NOT ENOUGH PRACTICAL WORK IN SCHOOL'
EB035D 'SCHOOL PROVIDED COUNSELING FOR EDUC'
EB035E 'SCHOOL PROVIDED COUNSELING FOR WORK'
FE1B 'ATTENDING COLLEGE 1ST WEEK FEB 82'
FE1C 'TAKING VOC, TECH COURSES 1ST WEEK FEB 82'
FE1D 'IN APPREN,GOVT TRNG PROG 1ST WEEK FEB 82'
FE6 'COMPLETED HIGH SCHOOL?'
FE9B 'ATTENDING COLLEGE 1ST WEEK OCT 81'
FE9C 'TAKING VOC, TECH COURSES 1ST WEEK OCT 81'
FE9D 'IN APPREN,GOVT TRNG PROG 1ST WEEK OCT 81'
HSGRADES 'H.S. G.P.A.'
HSPROG 'H.S. PGM'
HSDIPLOM 'H.S. DIPLOMA'

Education expectation

BB061G 'DISAPPOINTED IF NOT COLLEGE GRADUATE'
BB062 'OCCUPATIONAL ASPIRATION AGE 30'
BB065 'SCHOOLING YOU THINK YOU WILL GET'
BB066 'SCHOOLING YOUR MOTHER WANTS YOU TO GET'
BB067 'LOWEST SCHOOLING SATISFIED WITH'
BB068A 'COLLEGE EXPECTATIONS IN 8TH GRADE'
BB068B 'COLLEGE EXPECTATIONS IN 9TH GRADE'
EB068C 'COLLEGE EXPECTATIONS IN 10TH GRADE'
EB068D 'COLLEGE EXPECTATIONS IN 11TH GRADE'
BB069 'HAVE ABILITY TO COMPLETE COLLEGE'
BB071 'MAIN ACTIVITY IN YEAR AFTER HS'
EB073 'DEFINITE FULL TIME JOB AFTER HS'
EB074 'NO FULL TIME JOB, WHAT WILL YOU DO'
BB107 'COLLEGE 2 OR 4 YEAR?'
EB112 'PLAN VOCATIONAL TRAINING-APPRENTICESHIP'
BB113 'FIELD OF VOCATIONAL TRAINING'
EB114 'ACCEPTED FOR VOCATIONAL TRAINING'
BB115 'PLAN TO GO TO COLLEGE IN FUTURE?'
EB118 'ACCEPTED BY ANY COLLEGE OR UNIV'
FE11 'HIGHEST LEVEL COLL ED AS OF 1ST WK 10-81'
FE12 'HOW FAR IN SCHOOL R EXPECTS TO GO'
FE13 'LOWEST LEVEL ED THAT WOULD SATISFY R'

FE14 'R THINKS HAS ABILITY TO FINISH COLLEGE'
PSEPLANS 'PS EDUC PLANS'
FE16A 'JOB CATEGORY R PLANS TO HAVE AT 30 YEARS'
SE14 'EXPECTED LEVEL OF EDUCATION'

Rural-urban code
SCHURB 'ORIGINAL SCHOOL CIC URBANIZATION CODE'
HSURBAN 'H.S. URBANICITY'
COMTYPE 'COMMUNITY TYPE'
FE4 'LOCATION WHERE R LIVED 1ST WEEK FEB 82'
SE6 'TYPE COMMUNITY LIVED IN 1ST WK FEB 84'

NLS72 (Base Year to Forth Followup Files)

Employment experience
BQ8 'TIME/WEEK SPENT ON ANY JOB'
BQ9A 'IS YOUR WORK RELATED TO YOUR STUDIES?'
BQ9B 'DOES YOUR JOB LEAD TO FUTURE WORK?'
BQ9C 'DO YOU WORK MOSTLY ON WEEKENDS?'
BQ9D 'DO YOU WORK MAINLY ON WEEKDAYS?'
FQ1A 'ARE YOU WORKING FULL OR PART TIME'
FQ1B 'ARE YOU TAKING COURSES VOC. OR TECH'
FQ1C 'ARE YOU TAKING COURSES ACADEMIC'
FQ1D 'ARE YOU ON ACTIVE DUTY'
FQ1E 'ARE YOU A HOMEMAKER'
FQ1F 'ARE YOU TEMPORARILY OUT OF WORK'
FQ16A 'WORK FULL OR PART TIME OCT 1974'
FQ16B 'TAKING VOC TECH COURSES OCT 1974'
FQ16C 'TAKING ACADEMIC COURSES OCT 1974'
FQ16D 'ON ACTIVE DUTY OCT 1974'
FQ16E 'HOMEMAKER OCT 1974'
FQ48A 'HOLD JOB ANY KIND 1ST WK OCT 1973'
SQ1A 'WHAT WERE YOU DOING 10/1/74? WORKING'
SQ1B 'WHAT WERE YOU DOING 10/1/74? 2-4 YR COLLEGE'
SQ1C 'WHAT WERE YOU DOING 10/1/74? VOC. OR TECH. COURSES'
SQ1D 'WHAT WERE YOU DOING 10/1/74? ACTIVE DUTY'
SQ1E 'WHAT WERE YOU DOING 10/1/74? HOMEMAKER'
SQ1F 'WHAT WERE YOU DOING 10/1/74? TEMP. LAY-OFF'
SQ1G 'WHAT WERE YOU DOING 10/1/74? OTHER'
SQ88 'WERE YOU WORKING AT ANY OTHER JOB IN 10/1/74 AT'
SQ89 'HOW MANY HOURS DID YOU WORK AT THIS OTHER JOB IN AN AVERAGE'
SQ90 'IN AN AVERAGE WEEK, APPROXIMATELY HOW MUCH DID YOU EARN AT T'
SQ91ABX 'IF YOU DID NOT HOLD A JOB DURING 10/1/74, WHY?'
SQ97 'FROM OCTOBER 1973 TO OCTOBER 1974, HOW MANY WEEKS DID YOU WO'

SQ98 'FROM OCTOBER 1973 TO OCTOBER 1974, HOW MANY DIFFERENT EMPLOY'
SQ99 'FROM OCTOBER 1973 TO OCTOBER 1974, HOW MANY WEEKS WERE YOU L'
SQ100A 'WERE YOU EMPLOYED DURING THE MONTH OF SEPTEMBER 1974?'
WORK73 'WORK COMPOSITE FOR 1973'
TQ1A 'WHAT WERE YOU DOING 10/1/76? WORKING'
TQ1B 'WHAT WERE YOU DOING 10/1/76? GRAD OR PROF SCHOOL'
TQ1C 'WHAT WERE YOU DOING 10/1/76? 2-4 YEAR COLLEGE'
TQ1D 'WHAT WERE YOU DOING 10/1/76? VOC. OR TECH. COURSES'
TQ1E 'WHAT WERE YOU DOING 10/1/76? ACTIVE DUTY'
TQ1F 'WHAT WERE YOU DOING 10/1/76? HOMEMAKER'
TQ1G 'WHAT WERE YOU DOING 10/1/76? LAID OFF, LOOKING, WAITING'
TQ1H 'WHAT WERE YOU DOING 10/1/76? OTHER'
TQ9A 'WHAT WERE YOU DOING 10/1/75? WORKING'
TQ9B 'WHAT WERE YOU DOING 10/1/75? GRAD OR PROF SCHOOL'
TQ9C 'WHAT WERE YOU DOING 10/1/75? 2-4 YEAR COLLEGE'
TQ9D 'WHAT WERE YOU DOING 10/1/75? VOC. TECH. COURSES'
TQ9E 'WHAT WERE YOU DOING 10/1/75? ACTIVE DUTY'
TQ9F 'WHAT WERE YOU DOING 10/1/75? HOMEMAKER'
TQ9G 'WHAT WERE YOU DOING 10/1/75? LAID OFF, LOOKING, WAITING'
TQ9H 'WHAT WERE YOU DOING 10/1/75? OTHER'
TQ10 'WERE YOU WORKING AS OF 10/1/76?'
TQ13AD 'DESCRIBE THE JOB YOU HELD IN OCTOBER 1976.'
TQ13E 'WHAT TYPE OF EMPLOYEE WERE YOU AS OF 10/1/76?'
TQ13FA 'WHAT MONTH DID YOU START WORKING AT THIS JOB?'
TQ13FB 'WHAT YEAR DID YOU START WORKING AT THIS JOB?'
TQ13GA 'ARE YOU CURRENTLY WORKING AT THIS JOB?'
WORK74 'WORK COMPOSITE FOR 1974'
WORK76 'WORK COMPOSITE FOR 1976'
FT1A 'WHAT WERE YOU DOING THE FIRST WEEK OF OCTOBER 1979? WORKING'
FT1B 'WHAT WERE YOU DOING THE FIRST WEEK OF OCTOBER 1979? GRAD OR'
FT1C 'WHAT WERE YOU DOING THE FIRST WEEK OF OCTOBER 1979? TWO- OR'
FT1D 'WHAT WERE YOU DOING THE FIRST WEEK OF OCTOBER 1979? VOC OR T'
FT1E 'WHAT WERE YOU DOING THE FIRST WEEK OF OCTOBER 1979? APPREN O'
FT1F 'WHAT WERE YOU DOING THE FIRST WEEK OF OCTOBER 1979? ACTIVE D'
FT1G 'WHAT WERE YOU DOING THE FIRST WEEK OF OCTOBER 1979? HOMEMAKE'
FT1H 'WHAT WERE YOU DOING THE FIRST WEEK OF OCTOBER 1979? LAYOFF,L'
FT1I 'WHAT WERE YOU DOING THE FIRST WEEK OF OCTOBER 1979? OTHER'
FT9A 'WHAT WERE YOU DOING IN OCTOBER 1978? WORKING'
FT9B 'WHAT WERE YOU DOING IN OCTOBER 1978? GRAD OR PROF SCHOOL'
FT9C 'WHAT WERE YOU DOING IN OCTOBER 1978? TWO- OR FOUR-YEAR COLLE'
FT9D 'WHAT WERE YOU DOING IN OCTOBER 1978? VOC OR TECH COURSES'
FT9E 'WHAT WERE YOU DOING IN OCTOBER 1978? ACTIVE DUTY--MILITARY'
FT9F 'WHAT WERE YOU DOING IN OCTOBER 1978? HOMEMAKER'
FT9G 'WHAT WERE YOU DOING IN OCTOBER 1978? LAYOFF, LOOKING, WAITIN'
FT9H 'WHAT WERE YOU DOING IN OCTOBER 1978? OTHER'

FT10A 'WHAT WERE YOU DOING IN OCTOBER 1977? WORKING'
FT10B 'WHAT WERE YOU DOING IN OCTOBER 1977? GRAD OR PROF SCH'
FT10C 'WHAT WERE YOU DOING IN OCTOBER 1977? TWO-OR FOUR-YEAR COLLEG'
FT10D 'WHAT WERE YOU DOING IN OCTOBER 1977? VOC OR TECH COURSES'
FT10E 'WHAT WERE YOU DOING IN OCTOBER 1977? ACTIVE DUTY--MILITARY'
FT10F 'WHAT WERE YOU DOING IN OCTOBER 1977? HOMEMAKER'
FT10G 'WHAT WERE YOU DOING IN OCTOBER 1977? LAYOFF, LOOKING, WAITING'
FT10H 'WHAT WERE YOU DOING IN OCTOBER 1977? OTHER'
FT11 'SINCE LEAVING HIGH SCHOOL, HAVE YOU AT ANY TIME HELD A JOB O'
FT12AD 'DESCRIBE THE JOB YOU HELD THE FIRST WEEK OF OCTOBER 1979.'
FT12E 'WHAT TYPE OF EMPLOYEE WERE YOU THE FIRST WEEK OF OCTOBER 197'
FT12GA 'ARE YOU CURRENTLY WORKING AT THIS JOB?'
FT55AD 'DESCRIBE THE MOST RECENT JOB YOU HELD FROM THE FIRST OF NOV'
FT55E 'WHAT TYPE OF EMPLOYEE WERE YOU IN THE MOST RECENT JOB NOV 76'
FT60A 'FROM OCTOBER 76 TO OCTOBER 77 HOW MANY EMPLOYERS DID YOU WOR'
FT60B 'FROM OCTOBER 77 TO OCTOBER 78 HOW MANY EMPLOYERS DID YOU WOR'
FT60C 'FROM OCTOBER 78 TO OCTOBER 79 HOW MANY EMPLOYERS DID YOU WOR'
FT61A 'FROM OCTOBER 76 TO OCTOBER 77 HOW MANY WEEKS DID YOU WORK AL'
FT61B 'FROM OCTOBER 77 TO OCTOBER 78 HOW MANY WEEKS DID YOU WORK AL'
FT61C 'FROM OCTOBER 78 TO OCTOBER 79 HOW MANY WEEKS DID YOU WORK AL'
FT62A 'FROM 10/76 TO 10/77 HOW LONG WERE YOU NOT WORKING BUT LOOKIN'
FT62B 'FROM 10/77 TO 10/78 HOW LONG WERE YOU NOT WORKING BUT LOOKIN'
FT62C 'FROM 10/78 TO 10/79 HOW LONG WERE YOU NOT WORKING BUT LOOKIN'
WORK79 'F4FU WORK COMPOSITE FOR 1979'
COMM79 'F4FU COMMUNITY COMPOSITE FOR 1979'
EDATT 'F4FU EDUCATIONAL ATTAINMENT'
FI3A 'WORKING FOR PAY 1ST WK FEB 86'
FI3B 'TAKING VOC, TECH COURSES 1ST WK FEB 86'
FI3C 'TAKING ACADEMIC COURSES 1ST WK FEB 86'
FI3D 'TAKING GRAD, PROF COURSES 1ST WK FEB 86'
FI3E 'APPRENTICE, GOVT TRNG PROG 1ST WK FEB 86'
FI3F 'ACTIVE DUTY ARMED FORCES 1ST WK FEB 86'
FI3G 'KEEPING HOUSE 1ST WK FEB 86'
FI3H 'ON TEMPORARY LAYOFF 1ST WK FEB 86'
FI3I 'LOOKING FOR WORK 1ST WK FEB 86'
FI3J 'BREAK FROM WORK, SCHOOL 1ST WK FEB 86'
FI3K 'OTHER ACTIVITY 1ST WK FEB 86'
FI6 'HAVE JOB BTWN OCT 79 AND PRESENT?'
FI7A 'MOST RECENT OCCUPATION'
FI7B 'MOST RECENT BUSINESS OR INDUSTRY'
FI7D 'MOST RECENT JOB - JOB STATUS...'

Factors affecting employment
BQ14A 'PARENTS -INFLUENCE OF ON FUTURE PLANS'
BQ14B 'OTHER RELATIVE -INFLUENCE OF ON FUTURE PLANS'

BQ14D 'TEACHER -INFLUENCE OF ON FUTURE PLANS'
BQ14E 'PRINCIPAL -INFLUENCE OF ON FUTURE PLANS'
BQ14H 'OTHER ADULT -INFLUENCE OF ON FUTURE PLANS'
BQ14I 'FRIENDS -INFLUENCE OF ON FUTURE PLANS'
BQ14J 'YOURSELF -INFLUENCE OF ON FUTURE PLANS'
BQ15A 'DID TCHRS + COUNS. INFLUENCE PLANS FOR COLLEGE'
BQ15B 'DID TCHRS + COUNS. INFLUENCE PLANS FOR VOTECH SCL'
BQ15C 'DID TCHRS + COUNS. INFLUENCE PLANS FOR APPRENTICE'
BQ15D 'DID TCHRS + COUNS. INFLUENCE PLANS FOR MILITARY'
BQ15E 'DID TCHRS + COUNS. INFLUENCE PLANS FOR POST HS JOB'
BQ19G 'SCHOOL GAVE IDEAS ABOUT TYPE WORK STUDENT WANTED'
BQ19H 'SCHOOL PROV. COUNSEL. THAT GAVE BET. IDEA OF SELF'
BQ19I 'SCHOOL PROVIDED GOOD EMPLOYMENT COUNSELING'
FQ59A 'HIGH SCHOOL EMPLOYMENT SERVICE'
FQ59B 'OTHER SCHOOL OR COL PLACEMT SERVIC'
FQ60A 'RECEIVE SPECIALIZED TRAINING IN HS'
FQ60B 'AREA OF TRAINING (6 DIGIT FIELD OF STUDY)'
FQ61 'WORKED IN JOB WHERE COULD USE TRNG'
FQ62A 'BEEN ABLE TO APPLY ALMOST EVERYTHG'
FQ62B 'BEEN ABLE TO APPLY BASIC PRINCIPLS'
FQ62C 'WOULD HAVE LIKED MORE EXPERIENCE'
FQ62D 'TRAINING DIFFERENT THAN ON JOB'
FQ62E 'HS TRAINING USEFUL IN ON-JOB TRNG'
FQ62F 'TRAINED WITH EQUIP NOT USED ON JOB'
FQ62G 'COULD HAVE GOTTEN JOB WITHOUT TRNG'
FQ62H 'TOOK COURSEWK NOT HELPFUL ON JOB'
SQ71 'DID YOU FIND WORK FOR WHICH YOU COULD USE WHAT YOU LEARNED?'
SQ73 'HOW WELL DID YOUR TRAINING PREPARE YOU FOR THIS WORK?'
SQ74 'FROM 10/73 THROUGH 10/74, DID YOU HOLD A JOB OF ANY KIND?'
SQ75 'WERE YOU WORKING DURING 10/1/74?'
SQ76A 'WHAT KIND OF JOB DID YOU HOLD DURING 10/1/74?'
SQ76E 'WHAT TYPE OF EMPLOYEE WERE YOU DURING THE FIRST WEEK OF 10/7'
SQ78 'IN AN AVERAGE WEEK, APPROXIMATELY HOW MUCH DID YOU EARN AT T'

Job conditions/incomes

FQ11A 'YOUR TOTAL INCOME ALL OF 1973'
FQ11G 'YOUR INCOME OTHER'
FQ51A 'PAY AND FRINGE BENEFITS'
FQ51B 'IMPORTANCE AND CHALLENGE'
FQ51C 'WORKING CONDITIONS'
FQ51D 'OPPORTUNITY FOR PROMOTION-EMPLOYER'
FQ51E 'OPPOR FOR PROMOTION--LINE OF WORK'
FQ51F 'SECURITY AND PERMANENCE'
FQ51G 'OPPOR FOR DEVELOPING NEW SKILLS'
FQ51H 'JOB AS A WHOLE'

FQ58C 'NUMBER EMPLOYERS OCT 72-OCT 73'
SQ79A 'HOW SATISFIED WERE YOU WITH PAY AND FRINGE BENEFITS?'
SQ79B 'HOW SATISFIED WERE YOU WITH IMPORTANCE AND CHALLENGE?'
SQ79C 'HOW SATISFIED WERE YOU WITH WORKING CONDITIONS?'
SQ79D 'HOW SATISFIED WERE YOU WITH OPPORTUNITY FOR ADVANCEMENT?'
SQ79E 'HOW SATISFIED WERE YOU WITH OPPORTUNITY FOR ADVANCEMENT?'
SQ79F 'HOW SATISFIED WERE YOU WITH OPPORTUNITY TO USE PAST TRAINING'
SQ79G 'HOW SATISFIED WERE YOU WITH SECURITY AND PERMANENCE?'
SQ79H 'HOW SATISFIED WERE YOU WITH SUPERVISOR(S)?'
SQ79I 'HOW SATISFIED WERE YOU WITH CHANCE TO DEVELOP NEW SKILLS?'
SQ79J 'HOW SATISFIED WERE YOU WITH THE JOB AS A WHOLE?'
SQ79K 'HOW SATISFIED WERE YOU WITH RESPECT YOU RECEIVE FROM OTHERS?'
SQ113A 'BEST ESTIMATE OF YOUR INCOME BEFORE TAXES FOR ALL OF 1974?'
SQ113B 'BEST ESTIMATE OF YOUR INCOME BEFORE TAXES FOR ALL OF 1974?'
SQ113C 'BEST ESTIMATE OF YOUR INCOME BEFORE TAXES FOR ALL OF 1974?'
SQ113DA 'BEST ESTIMATE OF YOUR INCOME BEFORE TAXES FOR ALL OF 1974?'
SQ113DB 'BEST ESTIMATE OF YOUR INCOME BEFORE TAXES FOR ALL OF 1974?'
SQ114 'WHAT IS THE TOTAL INCOME YOU AND YOUR SPOUSE WILL RECEIVE?'
TQ141AA 'AMOUNT RECEIVED IN 1975 FROM OWN WAGES'
TQ141AB 'AMOUNT WILL RECEIVE IN 1976 FROM OWN WAGES'
TQ141FA 'AMOUNT OF TOTAL INCOME IN 1975 FOR YOU AND YOUR SPOUSE'
TQ141FB 'AMOUNT OF TOTAL INCOME EXPECTED IN 1976 FOR YOU AND YOUR SPO'
FT24 'IN AN AVERAGE WEEK, APPROXIMATELY HOW MUCH DID YOU EARN AT T'
FT190AA 'INCOME BEFORE TAXES FOR 1977 FROM OWN WAGES,SALARY, COMMISSI'
FT190AB 'INCOME BEFORE TAXES FOR 1978 FROM OWN WAGES,SALARY, COMMISSI'
FT190AC 'INCOME BEFORE TAXES FOR 1979 FROM OWN WAGES,SALARY, COMMISSI'
FT190CA 'INCOME BEFORE TAXES FOR 1977 FROM PUBLIC ASSISTANCE, WELFARE'
FT190CB 'INCOME BEFORE TAXES FOR 1978 FROM PUBLIC ASSISTANCE, WELFARE'
FT190CC 'INCOME BEFORE TAXES FOR 1979 FROM PUBLIC ASSISTANCE, WELFARE'
FT190DA 'INCOME BEFORE TAXES FOR 1977 FROM YOUR UNEMPLOYMENT COMPENSA'
FT190DB 'INCOME BEFORE TAXES FOR 1978 FROM YOUR UNEMPLOYMENT COMPENSA'
FT190DC 'INCOME BEFORE TAXES FOR 1979 FROM YOUR UNEMPLOYMENT COMPENSA'
FI7GA 'STARTING SALARY - MOST RECENT JOB'
FI7HA 'CURRENT SALARY - MOST RECENT JOB'
FI111O84 'TOTAL INCOME 1984'
FI111O85 'TOTAL INCOME 1985'
TQ21A 'HOW SATISFIED WERE YOU WITH PAY AND FRINGE BENEFITS?'
TQ21B 'HOW SATISFIED WERE YOU WITH IMPORTANCE AND CHALLENGE?'
TQ21C 'HOW SATISFIED WERE YOU WITH WORKING CONDITIONS?'
TQ21D 'HOW SATISFIED WERE YOU WITH OPPOR FOR ADVANCEMENT WITH THIS'
TQ21E 'HOW SATISFIED WERE YOU WITH OPPOR FOR ADVANCEMENT IN THIS LI'
TQ21F 'HOW SATISFIED WERE YOU WITH OPPORTUNITY TO USE PAST TRAINING'
TQ21G 'HOW SATISFIED WERE YOU WITH SECURITY AND PERMANENCE?'
TQ21H 'HOW SATISFIED WERE YOU WITH SUPERVISOR(S)?'
TQ21I 'HOW SATISFIED WERE YOU WITH CHANCE TO DEVELOP NEW SKILLS?'

TQ21J 'HOW SATISFIED WERE YOU WITH JOB AS A WHOLE?'
TQ21K 'HOW SATISFIED WERE YOU WITH RESPECT YOU RECEIVED FROM OTHERS'
FT14A 'HOW SATISFIED WERE YOU WITH THE PAY FOR THIS JOB?'
FT14B 'HOW SATISFIED WERE YOU WITH THE FRINGE BENEFITS FOR THIS JOB'
FT14C 'HOW SATISFIED WERE YOU WITH THE IMPORTANCE AND CHALLENGE OF'
FT14D 'HOW SATISFIED WERE YOU WITH THE WORKING CONDITIONS ON THIS J'
FT14E 'HOW SATISFIED WERE YOU WITH THE OPPORTUNITY FOR PROMOTION WI'
FT14F 'HOW SATISFIED WERE YOU WITH THE OPPORTUNITY FOR PROMOTION IN'
FT14G 'HOW SATISFIED WERE YOU WITH THE OPPORTUNITY TO USE PAST TRAI'
FT14H 'HOW SATISFIED WERE YOU WITH THE SECURITY AND PERMANENCE IN T'
FT14I 'HOW SATISFIED WERE YOU WITH THE SUPERVISORS ON THIS JOB?'
FT14J 'HOW SATISFIED WERE YOU WITH THE OPPORTUNITY FOR DEVELOPING N'
FT14K 'HOW SATISFIED WERE YOU WITH THE JOB AS A WHOLE?'
FT14L 'HOW SATISFIED WERE YOU WITH FAMILY PRIDE,RESPECT DUE TO THIS'

Unemployment

FQ48BA 'DID NOT WANT TO WORK'
FQ48BB 'ON TEMP LAYOFF OR WAITING'
FQ48BC 'WAS FULL-TIME HOMEMAKER'
FQ48BD 'GOING TO SCHOOL'
FQ48BE 'NOT ENOUGH JOB OPENINGS AVAILABLE'
FQ49A 'DESCRIBE JOB HELP 1ST WK OCT 1973'
FQ49E 'WHAT TYPE OF EMPLOYEE'
FQ49G 'ARE YOU CURRENTLY AT THIS JOB'
FQ50B 'AMOUNT EARNED PER WEEK AT THIS JOB'
SQ103 'FROM 10/73 THROUGH 10/74, WERE YOU LOOKING FOR A DIFFERENT J'
SQ104A 'WHAT METHODS WERE USEFUL? SCHOOL OR COLLEGE PLACEMENT SERVI'
SQ112 'AS OF 10/1/74, WERE YOU DEPENDENT UPON YOUR PARENTS?'
WORK72 'WORK COMPOSITE FOR 1972'
TQ11A 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? DID NOT WANT TO WOR'
TQ11B 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? WAS FULL-TIME HOMEM'
TQ11C 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? GOING TO SCHOOL'
TQ11D 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? NOT ENOUGH JOB OPEN'
TQ11E 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? REQUIRED MORE WORK'
TQ11F 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? AVAIL JOBS OFFERED'
TQ11G 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? HEALTH PROBLEMS OR'
TQ11H 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? COULD NOT ARRANGE C'
TQ11I 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? OTH FAM RESPONSIBIL'
TQ11J 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? NOT EDUCATIONALLY Q'
TQ11K 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? NO AVAIL JOBS USED'
TQ11L 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? SPOUSE PREF THAT I'
TQ11M 'IF YOU DID NOT HOLD A JOB 10/1/76, WHY? OTHER'

Rural-urban code

COMMUNIT 'LOCATION OF SCHOOL--COMMUNITY TYPE'

SQ4 'WHICH OF THE FOLLOWING BEST DESCRIBES THE PLACE YOU LIVED
10'
COMM72 'COMMUNITY COMPOSITE FOR 1972'
COMM73 'COMMUNITY COMPOSITE FOR 1973'
COMM74 'COMMUNITY COMPOSITE FOR 1974'
COMM76 'COMMUNITY COMPOSITE FOR 1976'

Research Issue: Parental and community involvement in children's schooling

HS&B (Parent File)

Interaction with children

PBB04A 'TALKED WITH CHILD IN 6TH OR 7TH GRADE'
PBB04B 'TALKED WITH CHILD IN 8TH OR 9TH GRADE'
PEB04C 'TALKED WITH CHILD IN 10TH OR 11TH GRADE'
PEB04D 'TALKED WITH CHILD IN 12TH GRADE'

Education expectations

PBB02 'SATISFACTION WITH CHILD^S ED UCATION'
PEB18 'HOW FEEL ABOUT WHAT CHILD IS DOING NOW'
PBB05 'HOW FAR IN SCHOOL WANT CHILD TO GO'
PBB07A 'THINK CHILD WILL BE SELF-EMPLOYED'
PBB09A 'COLLEGE EXPECTATIONS IN 6TH OR 7TH GRADE'
PBB09B 'COLLEGE EXPECTATIONS IN 8TH OR 9TH GRADE'
PBB09C 'COLLEGE EXPECTATIONS IN 1 0TH GRADE'
PEB09D 'COLLEGE EXPECTATIONS IN 11TH GRADE'
PBB10 'CHILD HAS ABILITY TO COMPLETE COLLEGE '
PBB11 'CHILD IS A HARD WORKER'
PEB12 'CHILD^S LIVING EXPENSES SEPT 80-AUG 81'
PEB13 'CHILD^S SCHOOLING EXPENSE SEPT 80-AUG 81'
PEB14 'CHILD^S HOUSEHOLD CONTRIB SEPT 80-AUG 81'

Influence on children

PEB16 'HOW MUCH INFLUENCED CHILD^SPLANS'
PBB17A 'TALKED REPLANS IN 6TH OR 7TH GRADE'
PBB17B 'TALKED REPLANS IN 8TH OR 9TH GRADE'
PBB17C 'TALKED REPLANS IN 10TH GRADE'
PEB17D 'TALKED RE PLANS IN 11TH GRADE'
PEB17E 'TALKED RE PLANS IN 12TH GRADE'

HS&B (Sophomore Cohort Base Year and First Followup Files)

Parental involvement

BB046A 'MOTHER MONITORS SCHOOL WORK'
BB046B 'FATHER MONITORS SCHOOL WORK'
BB046C 'PARENTS ALWAYS KNOW WHAT I^M DOING'
YB049A 'PLANNING SCHOOL PROGRAM-FATHER'
YB049B 'PLANNING SCHOOL PROGRAM-MOTHER'
YB049C 'PLANNING SCHOOL PROGRAM-GUIDANCE COUNSEL'
YB049D 'PLANNING SCHOOL PROGRAM-TEACHERS'
YB049E 'PLANNING SCHOOL PROGRAM-FRIEND,RELATIVE'

BB050A 'AFTER H.S. PLANS-FATHER’
BB050B 'AFTER H.S. PLANS-MOTHER’
FY57A 'MOTHER KEEPS TRACK OF PROGRESS IN SCHOOL’
FY57B 'FATHER KEEPS TRACK OF PROGRESS IN SCHOOL’
FY57C 'PARENTS KNOW WHERE I AM, WHAT I DO’
FY58A 'HOW OFTEN PARENTS ATTENDED PTA MEETING’
FY58B 'PARENTS ATTENDED PARENT-TEACHER CONFRNCE’
FY58C 'HOW OFTEN PARENTS VISITED CLASSES’
FY58D 'PARENTS SAW, PHONED TEACHER WHEN PROBLEM’
FY58E 'PARENTS VOLUNTEERED FOR SCHOOL PROJECTS’

Rural-urban code
SCHURB 'ORIGNL SCH CIC URBANZN CODE’

NELS:88 (First Followup File)

F1S106A "HOW OFTEN PARENTS ATTEND SCHOOL MEETINGS"
F1S106B "HOW OFTEN PARENT PHONED TEACHR,COUNSELOR"
F1S106C "HOW OFTEN PARENTS ATTENDED SCHOOL EVENT"
F1S106D "PARENTS ACTED AS VOLUNTEER AT R'S SCHOOL"

Rural-urban code
G8URBAN "URBANICITY COMPOSITE"
G10URBAN "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"
G12URBN3 "TYPE OF SCHL DISTRICT, DIOCESE, COUNTY"

NHES (1991, Preprimary file)

Parental involvement
PREKTAL1 "P4J PREKINDERGARTEN TALK ABOUT ST REC# 1"
PREKDRO1 "P4K PREKINDERGARTEN-DROP IN WITHOUT REC# 1"
PREKCAL1 "P4L PREKINDERGARTEN-CALLED AB PRO REC# 1"
PREKACT1 "P4M PREKINDERGARTEN-TALK WITHCHILD, REC# 1"
READTO "P19/E36 HOW OFTEN READ TO CHILD"
WKREAD "P24/E44 READ TO CHILD IN PAST WEEK"
WKREADN "P24/E44 # TIMES READ TO CHILD IN PAST WK"
WKWORDS "P24 TAUGHT CHILD LETTERS, WORDS, NUMBERS"
WKWORDSN "P24 # TIMES TAUGHT LETTERS,WORDS,NUMBERS"
WKMUSIC "P24 TAUGHT CHIL SONGS/MUSIC PAST WEEK"
WKMUSICN "P24 # TIMES TAUGHT CHILD SONGS/MUSIC"
WKSTORY "P24 TOLD CHILD A STORY IN PAST WEEK"
WKSTORYN "P24 # TIMES TOLD CHILD A STORY"
WKSANG "P24 SANG A SONG WITH CHILD IN PAST WEEK"

WKSANGN "P24 # TIMES SANG SONG WITH CHILD"
WKCRAFT "P24/E44 ARTS & CRAFTS WITHCHILD PAST WEEK"
WKCRAFTN "P24/E44 # TIMES ARTS & CRAFTS WITH CHILD"
WKPLAY "P24/E44 PLAYED GAMES/SPORTS PAST WEEK"
WKPLAYN "P24/E44 # TIMES PLAYED GAMES/SPORTS"
WKEDTV "P24/E44 WATCHED EDUC TV WITHCHILD LAST WK"
WKEDTVN "P24/E44 # TIMES WATCHED EDUC TV LAST WK"
LIBRAYMO "P25/E45 VISITED LIBRARY IN PAST MONTH"
LIBRAYYR "P25/E45 VISITED LIBRARY IN PAST YEAR"

Rural-urban code
URBAN "URBANICITY"

NHES (1991, Primary file)

Parental involvement
TALKCHLD "E18 HOW OFTEN TALK WITHCHILD ABOUT SCHOOL"
BEHAVIOR "E19 TEACHER CONTACTED-BEHAVIOR PROBLEMS"
SCHLWORK "E20 TEACHR CONTACTED-PROBS WITHSCHOOL WORK"
CONCERNS "E21 CONTACTED TEACHER-CONCERNS AB STATUS"
AVAILABL "E22 TEACHER AVAILABLE TO TALK"
METTEACH "E23 MET WITHTEACHER SINCE LAST SEPTEMBER"
TYPEMTG "E24 TYPE OF MEETINGS WITH TEACHER"
HELPHMWK "E26 HOW OFTEN HELP CHILD WITH HOMEWORK"
READTO "P19/E36 HOW OFTEN READ TO CHILD"
WKREAD "P24/E44 READ TO CHILD IN PAST WEEK"
WKREADN "P24/E44 # TIMES READ TO CHILD IN PAST WK"
WKEVENT "E44 DISCUSSED CURRENT EVENTS IN PAST WK"
WKEVENTN "E44 # TIMES DISCUSSED CURRENT EVENTS WK"
WKSCNCE "E44 DISCUSSED SCIENCE/NATURE PAST WEEK"
WKSCNCEN "E44 # TIMES DISCUSSED SCIENCE/NATURE WK"
WKCRAFT "P24/E44 ARTS & CRAFTS WITHCHILD PAST WEEK"
WKCRAFTN "P24/E44 # TIMES ARTS & CRAFTS WITH CHILD"
WKPLAY "P24/E44 PLAYED GAMES/SPORTS PAST WEEK"
WKPLAYN "P24/E44 # TIMES PLAYED GAMES/SPORTS"
WKEDTV "P24/E44 WATCHED EDUC TV WITHCHILD LAST WK"
WKEDTVN "P24/E44 # TIMES WATCHED EDUC TV LAST WK"
LIBRAYMO "P25/E45 VISITED LIBRARY IN PAST MONTH"
LIBRAYYR "P25/E45 VISITED LIBRARY IN PAST YEAR"

Rural-urban code
URBAN "URBANICITY"

SASS (1987-88 Public School Administrator File)

ASC082 HOURS SPENT- PARENT/COMMUNITY RELATIONS

Rural-urban code
AREASTRM (digit 2) STRATUM CODE FOR AREAS SAMPLE PSU'S

Also available from the School File by merging the School File and the Administrator File.

SASS (1987-88 Public School File)

SSC167 UNPAID VOLUNTEERS PROVIDE SERVICE
SSC168 UNPAID VOLUNTEERS EXPECTED

Rural-urban code
SSC018 DESCRIPTION OF COMMUNITY

SASS (1987-88 Public School File)

VOLNTSVC 'DO YOU HAVE ANY VOLUNTEERS?'
VOLNTNUM 'HOW MANY UNPAID VOLS PROVIDE SERVICE CONTINUOUSLY'

Rural-urban code-school file
URBANIC '3-LEVEL LOCALE'

3.3.4 Human Resources For Rural Schools

Research Issue: **Strategies for the recruitment and retention of qualified personnel to rural schools**

SASS (1987-88 Public School Administrator File)

Efforts for retaining teachers

ASC078	HOURS SPENT- TEACHER SUPERVISION/EVAL
ASC079	HOURS SPENT- WORKING WITH TEACHERS
ASC081	HOURS SPENT- WORKING WITH STUDENTS/TEACHERS
ASC089	PROBLEM TYPE- TEACHER ABSENTEEISM
ASC098	PROBLEM TYPE- PHYSICAL ABUSE OF TEACHERS
ASC099	PROBLEM TYPE- VERBAL ABUSE OF TEACHERS
ASC100	PROBLEM TYPE- TEACHER EVALUATION PROGRAM
ASC101	PROGRAM TO HELP BEGINNING TEACHERS
ASC104	ESTABLISHING CURRICULUM- TEACHERS
ASC110	SETTING DISCIPLINE POLICY- TEACHERS

Hiring and recruitment

ASC107	HIRE FT TEACHERS- TEACHERS
ASC111	DIFFICULT TO FIND QUALIFIED APPLICANTS
ASC112	FILL VACANCIES- CANCELLED COURSE
ASC113	FILL VACANCIES- EXPANDED SOME CLASS SIZE
ASC114	FILL VACANCIES- ADDED SECTS TO OTHER TCH
ASC115	FILL VACANCIES- TCHER OF ANOTHER GR/SUBJ
ASC116	FILL VACANCIES-USED LONG/SHORT TERM SUBS
ASC117	FILL VACANCIES- USED PART-TIME TEACHERS
ASC118	FILL VACANCIES- SOMETHING ELSE

Rural-urban code

AREASTRM (digit 2)	STRATUM CODE FOR AREAS SAMPLE PSU'S

Also available from the School File by merging the two files.

SASS (1987-88 Public School File)

Hiring and recruitment

SSC057	% OF AMERICAN INDIAN /ALASKAN TEACHERS
SSC058	% OF ASIAN OR PACIFIC ISLANDER TEACHERS
SSC059	% OF HISPANIC TCHRS, REGARDLESS OF RACE
SSC060	% OF BLACK (NOT HISPANIC) TEACHERS

SSC061 % OF WHITE (NOT HISPANIC) TEACHERS
SSC148 ASSIGNED FULL-TIME TEACHERS
SSC149 PERSONNEL DO SOME PART-TIME TEACHING
SSC150 TOTAL TEACHERS REGULARLY EMPLOYED
SSC155 TCHRS HAVING BEYOND BACHELORS DEGREE
SSC156 TOTAL FTE PRINCIPALS/ASST. PRINCIPALS
SSC157 TOTAL FTE TEACHERS
SSC158 TCHRS PAID BY SCHOOL/SUPPORTORS
SSC159 TCHRS PAID BY PUBLIC AGENCIES
SSC160 TOTAL FTE GUIDANCE COUNSELORS
SSC161 TOTAL FTE LIBRARIANS AND OTHER
SSC162 TOTAL FTE OTHER PROFESSIONAL STAFF
SSC165 TOTAL FTE TEACHER AIDES
SSC164 TOTAL FTE PAID BY PUBLIC AGENCIES
SSC173 ADDITIONS OCT 1,1986- OCT 1,1987
SSC174 FULL-TIME TEACHERS ON OCT. 1,1987
SSC175 WAS NO TEACHERS ADDED CHECKED ABOVE
SSC176 FIRST TIME TEACHERS
SSC187 TOTAL ADDITIONS

Teacher retention

SSC151 % TEACHERS WITH LESS THAN 3 YEARS EXP
SSC152 % TEACHERS WITH 3-9 YEARS EXP
SSC153 % TEACHERS WITH 10-20 YEARS EXP
SSC154 % TEACHERS WITH MORE THAN 20 YEARS EXP
SSC186 % TEACHERS WITH UNKNOWN EXPERIENCE

Reasons for leaving school

SSC177 TEACHING IN ANOTHER SCHOOL
SSC178 ATTENDING A COLLEGE/UNIVERSITY
SSC179 WORKING IN A NON-TEACHING POSITION
SSC180 HOMEMAKING AND/OR CHILD REARING
SSC181 UNEMPLOYED AND SEEKING WORK
SSC182 RETIRED
SSC183 ON LEAVE OF ABSENCE
SSC184 IN ANOTHER KNOWN STATUS
SSC185 IN UNKNOWN STATUS

Rural-urban code

SSC018 DESCRIPTION OF COMMUNITY

AREASTRM (digit 2) STRATUM CODE FOR AREAS SAMPLE PSU'S

SAS (1987-88 LEA File)

Staffing

DSC022	PRE-K FTE TEACHERS AS OF OCT 1,1986
DSC023	PRE-K FTE TEACHERS AS OF OCT 1,1987
DSC024	KINDER FTE TEACHERS AS OF OCT 1,1986
DSC025	KINDER FTE TEACHERS AS OF OCT 1,1987
DSC026	GR 1-6 FTE TEACHERS AS OF OCT 1,1986
DSC027	GR 1-6 FTE TEACHERS AS OF OCT 1,1987
DSC028	GR 7-12 FTE TEACHERS AS OF OCT 1,1986
DSC029	GR 7-12 FTE TEACHERS AS OF OCT 1,1987
DSC030	TOTAL FTE TEACHERS AS OF OCT 1,1986
DSC031	TOTAL FTE TEACHERS AS OF OCT 1,1987
DSC032	RECORDS NOT BY GRADE RANGES IN ITEM 2
DSC047	TOTAL 1987 FTE TEACHERS IN GRADES K-12
DSC048	POSITIONS VACANT AS OF OCT. 1,1987
DSC049	POSITIONS ABOLISHED AS OF OCT. 1,1987
DSC051	TOTAL FTE TEACHER 1987-88
DSC052	TOTAL FTE TCHERS HOLDING STATE CERT
DSC053	NEWLY HIRED FTE TEACHERS FOR 1987-88
DSC054	NEWLY HIRED FTE TCHRS HOLDING STATE CERT
DSC055	PROVIDE SEPARATE COUNTS
DSC058	PROVIDE COUNTS FOR VACANT POSITION
DSC059	ENTRIES MADE ON SPECIAL AREAS SECTION

Hiring standards

DSC116	SCREENING- STATE CERT FOT FIELD
DSC117	SCREENING- EMERGENCY/TEMPORARY CERT
DSC118	SCREENING- GRAD FROM A STATE PROGRAM
DSC119	SCREENING- COLLEGE MAJOR/MINOR IN FIELD
DSC120	SCREENING-DISTRICT BASIC SKILLS TEST
DSC121	SCREENING- OF STATE BASIC SKILLS TEST
DSC122	SCREENING- OF STATE SUBJECT AREA TEST
DSC123	SCREENING- NATIONAL TEACHERS EXAM
DSC130	DOES NOT SERVE GR 10-12
DSC131	YRS REQ 1987- ENGLISH/LANGUAGE
DSC132	YRS REQ 1988- ENGLISH/LANGUAGE
DSC133	YRS REQ 1987- MATH/COMP SCI
DSC134	YRS REQ 1988- MATH/COMP SCI
DSC135	YRS REQ 1987- SOCIAL STUDIES
DSC136	YRS REQ 1988- SOCIAL STUDIES
DSC137	YRS REQ 1987- BIOLOGICAL SCI
DSC138	YRS REQ 1988- BIOLOGICAL SCI
DSC139	YRS REQ 1987- FOREIGN LANG

DSC140	YRS REQ 1988- FOREIGN LANG

Strategies for recruitment and retention

DSC090	PAY INCENTIVE USED TO RECRUIT/RETAIN
DSC091	LESS DESIRABLE LOC- CASH BONUS
DSC092	LESS DESIRABLE LOC- DIFFERENT STEP
DSC093	LESS DESIRABLE LOC- OTHER INCREASE
DSC094	LESS DESIRABLE COMP- NONE OF THE ABOVE
DSC095	ATTRACT SHORTAGE FIELD-CASH BONUS
DSC096	ATTRACT SHORTAGE FIELD-DIFFERENT STEP
DSC097	ATTRACT SHORTAGE FIELD-OTHER INCREASE
DSC098	ATTRACT SHORTAGE FIELD-NONE OF ABOVE
DSC099	INCENTIVES OFFERED SPECIAL ED
DSC100	INCENTIVES OFFERED MATHEMATICS
DSC101	INCENTIVES OFFERED COMPUTER SCIENCE
DSC102	INCENTIVES OFFERED PHYSICAL SCIENCES
DSC103	INCENTIVES OFFERED BIOLOGICAL/LIFE SCI
DSC104	INCENTIVES OFFERED BILINGUAL ED/ESL
DSC105	INCENTIVES OFFERED FOREIGN LANGUAGES
DSC106	INCENTIVES OFFERED OTHER
DSC107	FREE RETRAINING OFFERED
DSC108	FREE TRAINING- SPECIAL ED
DSC109	FREE TRAINING- MATHEMATICS
DSC110	FREE TRAINING- COMPUTER SCIENCE
DSC111	FREE TRAINING- PHYSICAL SCIENCES
DSC112	FREE TRAINING- BIOLOGICAL/LIFE SCI
DSC113	FREE TRAINING- BILINGUAL ED/ESL
DSC114	FREE TRAINING- FOREIGN LANGUAGES
DSC115	FREE TRAINING- OTHER

Assignment and compensation

DSC060	ASSIGNED TO MORE THAN ONE FIELD
DSC061	% HAVING MORE THAN ONE FIELD
DSC062	TIME ALLOCATION
DSC063	CERTIF. FOR ALL FIELDS OF ASSIGNMENT
DSC064	TEACHERS REPORTED
DSC065	ASSIGNED TO MORE THAN ONE FIELD
DSC066	% ASSIGNED TO MORE THAN ONE FIELD
DSC067	TIME ALLOCATION
DSC068	CERTIF. FOR ALL FIELDS OF ASSIGNMENT
DSC069	PROVIDE SEPARATE COUNTS FOR SOC STUDIES
DSC070	BENEFIT- GENERAL MEDICAL INSURANCE
DSC071	BENEFIT- DENTAL INSURANCE
DSC072	BENEFIT- GROUP LIFE INSURANCE
DSC073	BENEFIT- PENSION CONTRIBUTIONS

DSC074	BENEFIT- HOUSING
DSC075	BENEFIT- MEALS (FREE/REDUCED)
DSC076	BENEFIT- TRANSPORTATION
DSC077	BENEFIT- TUITION SCHOLARSHIPS
DSC078	BENEFIT-REIMBURSEMENT FOR TUITION/FEES
DSC079	BENEFIT- OTHER
DSC080	DAYS IN NORMAL WORK YEAR
DSC081	MONTHS IN NORMAL WORK YEAR
DSC082	NORMAL SALARY- BACHELOR/NO EXPER.
DSC083	NORMAL SALARY- MASTERS/NO EXPER.
DSC084	NORMAL SALARY- MASTERS/20 YRS EXPER.
DSC085	AVERAGE GROSS YEARLY TEACHER SALARY
DSC086	MERIT PLAN FOR TEACHERS
DSC087	COMPENSATION- CASH BONUS
DSC088	COMPENSATION- ONE-TIME STEP INCREASE
DSC089	COMPENSATION- OTHER SALARY INCREASE
DSC124	TEACHERS COVERED BY RETIREMENT PLAN
DSC125	MINIMUM AGE OF RETIREMENT WITHO PENALTY
DSC126	NO MINIMUM AGE REQUIREMENT
DSC127	MINIMUM YRS OF SERVICE AT THIS AGE
DSC128	NO MINIMUM SERVICE REQUIRED
DSC129	YRS OF SERVICE REQUIRED WITHO PENALTY

Rural-urban code

AREASTRM (digit 2)	STRATUM CODE FOR AREAS SAMPLE PSU'S

Also available from the School File by merging the two files.

SASS (1987-88 Public School Teacher File)

Teaching assignment

TSC010	PRIMARY ASSIGNMENT AT THIS SCHOOL
TSC011	CLASSIFICATION OF POSITION AS EMPLOYEE
TSC012	TEACHING ASSIGNMENT AT THIS SCHOOL
TSC013	CHECKED ITEM A
TSC014	OTHER ASSIGNMENT AT THIS SCHOOL
TSC015	OTHER PRIMARY ACTIV OUTSIDE OF TEACHING
TSC016	YR OF FIRST FULL-TIME TEACHING POSITION
TSC017	NEVER TAUGHT FULL-TIME

Job mobility

TSC023	YRS FULL-TIME TEACHING- PUBLIC SCHOOLS
TSC024	YRS PART-TIME TEACHING- PUBLIC SCHOOLS
TSC025	YRS FULL-TIME TEACHING- PRIVATE SCHOOLS

TSC026	YRS PART-TIME TEACHING- PRIVATE SCHOOLS
TSC027	BREAKS IN SERVICE OF ONE YR OR MORE
TSC028	BREAKS DUE TO REDUCTION-IN-FORCE/LAY-OFF
TSC029	#OF BREAKS DUE TO REDUCT-N-FORCE/LAY-OFF
TSC030	NUMBER OF CONSECUTIVE YEARS TEACHING
TSC031	WHAT YEAR BEGIN TEACHING IN THIS SCH
TSC032	MAIN ACTIV BEFORE TEACHING IN THIS SCH
TSC033	STATE WHERE TAUGHT LAST YEAR
TSC034	MAIN ACTIV BEFORE TEACHING IN THIS SCH
TSC035	PREVIOUS OCCUPATION IN FIELD OF EDUC
TSC036	KIND OF BUSINESS
TSC037	KIND OF WORK
TSC038	CLASSIFICATION AT THAT JOB
TSC288	LENGTH OF CONTINUED TEACHING
TSC289	YEARS UNTIL PLANNED RETIREMENT

Job satisfaction and related factors

TSC238	TEACHERS ARE EVALUATED FAIRLY
TSC239	PRIN LETS STAFF KNOW WHAT IS EXPECTED
TSC240	ADMINS BEHAVIOR IS SUPPORTIVE AND ENCOUR
TSC241	I AM SATISFIED WITH MY TEACHING SALARY
TSC242	MISBEHAVIOR IN SCH INTERFERES WITHMY TEACH
TSC243	TCHRS PARTICIPATE IN IMPORTANT DECISIONS
TSC244	RECEIVE PARENTAL SUPPORT FOR WORK
TSC245	NECESSARY MATERIALS ARE AVAILABLE
TSC246	PRIN DOES POOR JOB OF GETTING RESOURCES
TSC247	ROUTINE DUTIES/PAPERWORK INTERFERE WITHTCH
TSC248	MY PRINCIPAL ENFORCES RULES FOR CONDUCT
TSC249	PRIN TALKS WITH ME ABOUT INSTR PRACTICES
TSC250	RULES FOR STU BEHAVIOR ENFORCED BY ALL T
TSC251	COLLEAGUES SHARE MY BELIEF/VALUE OF SCH
TSC252	PRIN KNOWS SCHOOL GOALS & COMMUNICATES
TSC253	THERE IS GREAT COOPERATION AMONG STAFF
TSC254	STAFF MEMBERS RECOGN FOR JOB WELL DONE
TSC255	FOLLOW RULES THAT CONFLICT WITHMY JUDGEMNT
TSC256	I AM SATISFIED WITH MY CLASS SIZES
TSC257	MAKE EFFORT TO COORDINATE COURSE CONTENT
TSC258	GOALS/PRIORITIES FOR SCHOOL ARE CLEAR
TSC259	STU TARDINESS/CLASS CUT INTERFERE WITHTCHG
TSC260	ITS WASTE OF TIME TO DO MY BEST AS TCHR
TSC261	WOULD YOU BECOME A TEACHER AGAIN
TSC273	DEG OF PROBLEM- PHYSICAL ABUSE OF TCHRS
TSC274	DEG OF PROBLEM- VERBAL ABUSE OF TEACHERS
TSC275	TEACHER INFLUENCE-DETERMINING DISCIPLINE
TSC276	TCHR INFLUENCE-CONTENT OF INSERVICE PROG

TSC277	TCHR INFLUENCE-GROUP IN CLASSES BY ABILI
TSC278	TCHR INFLUENCE- ESTABLISHING CURRICULUM
TSC279	TCHR CONTROL WITHIN CLASSROOM- TEXT/AIDES
TSC280	TCHR CTRL WITHIN CLASS- CONTENT & TOPICS
TSC281	TCHR CTRL WITHIN CLASS-TEACHING TECHNIQUES
TSC282	TCHR CTRL WITHIN CLASS-DISCIPLINING STU
TSC283	TCHR CTRL WITHIN CLASS- AMT OF HOMEWORK
TSC284	HELPED IMPROVE TEACHING-PRIN/SCHOOL HEAD
TSC285	HELPED IMPROVE TEACHING- DEPT CHAIR
TSC286	HELPED IMPROVE TEACHING- OTHER SCH ADMIN
TSC287	HELPED IMPROVE TEACHING- OTHER TEACHERS
TSC290	MAIN ACTIV DURING THE PREV 86-87 SCH YR
TSC291	MAIN ACTIV DURING THE NEXT 88-89 SCH YR

Attitudes toward incentives

TSC292	FAVOR OR OPPOSE- PAY FOR MASTER/MENTOR T
TSC293	INCENTIVE RECD- PAY FOR MASTER/MENTOR T
TSC294	FAVOR OR OPPOSE- ADD PAY FOR SHTG FIELD
TSC295	INCENTIVE RECD- ADD PAY FOR SHTG FIELD
TSC296	FAVOR OR OPPOSE- ADD PAY FOR LOCATION
TSC297	INCENTIVE RECEIVED- ADD PAY FOR LOCATION
TSC298	FAVOR OR OPPOSE- PAY INCREASES OF LADDER
TSC299	INCENTIVE RECD- PAY INCREASES OF LADDER
TSC300	FAVOR OR OPPOSE- MERIT PAY FOR TCH PERF
TSC301	INCENTIVE RECD- MERIT PAY FOR TCHR PERF
TSC302	FAVOR OR OPPOSE-SCHWIDE BONUS FOR ALL T
TSC303	INCENTIVE RECD-SCHWIDE BONUS FOR ALL TCH

Income and compensation

TSC304	SUMMER 87 INCOME- SUMMER SCHOOL SALARY
TSC305	SUMMER 87 INCOME-OTHER SCH COMP FOR WOR
TSC306	SUMMER 87 INCOME- NONSCHOOL COMPENSATION
TSC307	RECODED SALARY
TSC308	ADDITIONAL COMP DURING 87-88 SCH YR
TSC309	ADDNL NON-SCH COMP DURING 87-88 SCH YR
TSC310	TOTAL INCOME FROM JUNE 1987 TO JUNE 1988
TSC311	INCOME-IN-KIND RECD- HOUSING OR HOUSING
TSC312	INCOME-IN-KIND RECEIVED- MEALS
TSC313	INCOME-IN-KIND RECD-TUITION FOR CHILDREN
TSC314	INCOME-IN-KIND RECD- CHILD CARE
TSC315	INCOME-IN-KIND RECD-COL TUITION FOR SELF
TSC316	INCOME-IN-KIND RECD- CAR/TRANS EXPENSE
TSC317	INCOME-IN-KIND RECD- NONE OF THE ABOVE
TSC318	TOTAL COMB INCOME CATEGORY FOR FAMILY

Rural-urban code

Not directly available but can obtain from the School File by merging the two files.

SASS (1990-91 Teacher and Teacher Followup Files)*

Job mobility

TSC033 'NUMBER OF TIMES HAD BREAK IN SERVICE OF TEACHING'
TSC034 'BREAK IN SERVICE DUE TO RIF OR LAY-OFF'
TSC035 'NUMBER OF OCCURRENCES OF BREAKS IN SERVICE'
TSC036 'LENGTH OF MOST RECENT BREAK IN SERVICE'
TSC037 'CONSEC YRS TEACHING SINCE RECENT BREAK IN SERVICE'
TSC276 'HOW LONG DO YOU PLAN TO REMAIN IN TEACHING'
TSTATUS 'TEACHER STATUS: MOVER/LEAVER/STAYER'
TFS012 'PLAN TO REMAIN IN THIS JOB HOW LONG'
TFS013 'DO PLAN TO RETIRE IN HOW MANY YRS'
TFS164 'PLAN TO REMAIN TEACHING FOR HOW LONG'
TFS165 'DO PLAN TO RETIRE IN HOW MANY YRS'

Received incentives for retention

TSC277 'IN HOW MANY YRS DO YOU PLAN TO RETIRE FROM TEACHG'
TSC280 'DO U RECV PAY INCENTIVES FOR-ASSUMING ADDTNL RESP'
TSC281 'DO U RECV ADDITIONAL $ FOR TCHG IN A SHORTAGE FLD'
TSC282 'RECV EXTRA $ FOR TEACHG IN HIGH-PRIORITY LOCATION'
TSC283 'RECV PAY INCRS THRU CAREER LADDR BASED ON PERFMCE'
TSC284 'DO YOU RECV A MERIT PAY BONUS FOR EXEPTNL PERF/YR'
TSC285 'RECV SCH-WIDE BONUS FOR SCH-WIDE EXCEPTNL PERF/YR'
TSC286 'DURING SUMMER OF 1990, DID YOU EARN $ TCHG SUMMER'
TSC287 'HOW MUCH DID YOU EARN FOR SUMMER 1990 TCHG'
TSC288 'SUMMER^90-DID YOU RECV $ FROM NON-TCHG JOB IN SCH'
TSC289 'HOW MUCH $ FOR SUMMER^90 NON-TCHG WORK IN SCH'

Perceived effective strategies

TFS050 'EFFCTV STPS SCH MIGHT TAKE TO KEEP TCHRS'
TFS051 '2ND MOST EFFECTIVE STEP SCH MIGHT TAKE'
TFS052 '3RD MOST EFFECTIVE STEP SCH MIGHT TAKE'
TFS167 'EFFCTV STPS SCH MIGHT TAKE TO KEEP TCHRS'
TFS168 '2ND MOST EFFECTIVE STEP SCH MIGHT TAKE'
TFS169 '3RD MOST EFFECTIVE STEP SCH MIGHT TAKE'

Rural-urban code

LOCALE 'COMMUNITY TYPE OR URBANICITY'
URBANIC '3-LEVEL LOCALE'

SASS (1990-91 LEA File)

Recruitment/retention strategies

INCENTIV 'PAY INCENTIVES TO RECRUIT OR RETAIN TEACHERS'
INCNTCSH 'CASH BONUS'
INCNTSTP 'DIFFERENT STEP ON THE SALARY SCHEDULE'
INCNTINC 'OTHER SALARY INCREASE'
SHORTAGE 'PAY INCENT TO ATTRACT TCHRS TO FIELDS OF SHORTAGE'
SHORTCSH 'CASH BONUS'
SHORTSTP 'DIFFERENT STEP ON THE SALARY SCHEDULE'
SHORTINC 'OTHER SALARY INCREASE'
SHRTSPEC 'SPECIAL EDUCATION INCENTIVES'
SHRTMATH 'MATHEMATICS INCENTIVES'
SHRTCOMP 'COMPUTER SCIENCE INCENTIVES'
SHRTPHYS 'PHYSICAL SCIENCES INCENTIVES'
SHRTBIO 'BIOLOGY/LIFE SCIENCES INCENTIVES'
SHRTESOL 'ENG AS A 2ND LANG/BILINGUAL EDUCATION INCENTIVES'
SHRTLANG 'FOREIGN LANGUAGES INCENTIVES'
SHRTVOC 'VOCATIONAL EDUCATION INCENTIVES'
SHRTOTHR 'OTHER INCENTIVES'
MENTOR 'IS THERE A FORMAL PRG TO HELP BEGINNING TEACHERS'

Hiring practice

VACANCY 'HOW MANY FTE POS K-12 WERE FILLED BY SUBS ON OCT 1'
ABOLISHD 'HOW MANY FTE POS WERE ABOLISHED BY OCT 1'
APPROVED 'HOW MANY FTE POS WERE APPROVED FOR THIS SCHOOL YR'
NEWHIRES 'HOW MANY NEWLY HIRED FTE TCHRS AS OF OCT 1'
NEWCERTS 'HOW MANY NEWLY HIRED FTE TCHRS HOLD CERTIFICATION'
LAIDOFF 'HOW MANY FTE TCHRS WERE LAID OFF AS OF LAST YEAR'
LIBK_6 'HOW MANY FTE LIB^S K-6 EMPLOYED AS OF OCT 1'
LIB7_12 'HOW MANY FTE LIB^S 7-12 EMPLOYED AS OF OCT 1'
TOTLIBRY 'TOTAL FTE LIBRARIANS FOR GRADES K-12'
VACNTLIB 'HOW MANY FTE LIB^S POS FILLED BY SUB AS OF OCT 1'
ABOLSHLB 'HOW MANY FTE LIB^S POS ABOLISHED BY OCT 1'
APPRVLIB 'HOW MANY FTE LIB^S POS WERE APPROVED FOR THIS YEAR'
CONFTE 'NUMBER OF CONTINUING FTE TEACHERS'
FILFTE 'NUMBER OF FILLED FTE POSITIONS'

Rural-urban code

STATE 'FIPS STATE CODE FOR PHYSICAL LOCATION OF SCHOOL'
METRO 'METROPOLITAN STATUS CODE (DISTRICTS)'

SASS (1990-91 Public School File)

Hiring/assignment

AFTERBAC 'HOW MANY TCHRS HAVE A DEGREE BEYOND BACHELOR^S'
LESS3EXP 'HOW MANY TCHRS HAVE TAUGHT FOR LESS THAN 3 YEARS'
LESS10EX 'HOW MANY TCHRS HAVE TAUGHT FOR 3-9 YEARS'
LESS21EX 'HOW MANY TCHRS HAVE TAUGHT FOR 10-20 YEARS'
MOREXP21 'HOW MANY TCHRS HAVE TAUGHT FOR MORE THAN 20 YEARS'
NEWTEACH 'HOW MANY TCHRS ARE NEW TO THIS SCH THIS YEAR'
ELEMNEW 'HOW MANY NEWTCHRS ASSIGNED TO GENERAL ELEMENTARY'
SPCLNEW 'HOW MANY NEW TCHRS ASSIGNED TO SPECIAL EDUCATION'
ENGLNEW 'HOW MANY NEW TCHRS ASSIGNED TO ENGLISH'
MATHNEW 'HOW MANY NEW TCHRS ASSIGNED TO MATHEMATICS'
PHYSNEW 'HOW MANY NEW TCHRS ASSIGNED TO PHYSICAL SCIENCE'
BIOSNEW 'HOW MANY NEW TCHRS ASSIGNED TO BIOLOGY OR LIFE SCI'
ESOLNEW 'HOW MANY NEW TCHRS ASSIGNED TO ENGLISH AS 2ND LANG'
BLNGNEW 'HOW MANY NEW TCHRS ASSIGNED TO BILINGUAL EDUCATION'

Coping with shortage

LANGNEW 'HOW MANY NEW TCHRS ASSIGNED TO FOREIGN LANGUAGE'
TECHNEW 'HOW MANY NEW TCHRS ASSIGNED TO VOCTECH'
OTHERNEW 'HOW MANY NEW TCHRS ASSIGNED TO OTHER'
LFTTOTAL 'HOW MANY TCHRS LEFT BTWN OCT 1 THIS YEAR AND LAST'
LFTTEACH 'HOW MANY ARE NO LONGER TEACHING, RETIRED OR DIED'
LFTUNK 'HOW MANY ARE NO LONGER TEACHING IN ELEM OR SECOND'
LFTGENL 'HOW MANY LEFT TCHRS ASSIGNED TO GENERAL ELEMENTARY'
LFTSPECL 'HOW MANY LEFT TCHRS ASSIGNED TO SPECIAL EDUCATION'
LFTENGL 'HOW MANY LEFT TCHRS ASSIGNED TO ENGLISH'
LFTMATH 'HOW MANY LEFT TCHRS ASSIGNED TO MATHEMATICS'
LFTPHYS 'HOW MANY LEFT TCHRS ASSIGNED TO PHYSICAL SCIENCE'
LFTBIO 'HOW MANY LEFT TCHRS ASSIGNED TO BIO OR LIFE SCI'
LFTESOL 'HOW MANY LEFT TCHRS ASSIGNED TO ENGLISH AS 2ND LNG'
LFTBILNG 'HOW MANY LEFT TCHRS ASSIGNED TO BILINGUAL ED'
LFTLANG 'HOW MANY LEFT TCHRS ASSIGNED TO FOREIGN LANGUAGE'
LFTVOTEC 'HOW MANY LEFT TCHRS ASSIGNED TO VOTECH'
LFTOTHER 'HOW MANY LEFT TCHRS ASSIGNED TO OTHER'
FTHEADS 'HOW MANY EMPS ARE FULL TIME PRINCIPALS'
PTHEADS 'HOW MANY EMPS ARE PART TIME PRINCIPALS'
FTASSIST 'HOW MANY EMPS ARE FULL TIME ASSISTANT PRINCIPALS'
PTASSIST 'HOW MANY EMPS ARE PART TIME ASSISTANT PRINCIPALS'
FTGUIDES 'HOW MANY EMPS ARE FULL TIME GUIDANCE COUNSELORS'
PTGUIDES 'HOW MANY EMPS ARE PART TIME GUIDANCE COUNSELORS'
FTVTCOUN 'HOW MANY EMPS ARE FULL TIME VOCATIONAL COUNSELORS'
PTVTCOUN 'HOW MANY EMPS ARE PART TIME VOCATIONAL COUNSELORS'
FTLIBRNS 'HOW MANY EMPS ARE FULL TIME LIBRARIANS'

PTLIBRNS 'HOW MANY EMPS ARE PART TIME LIBRARIANS'
FTPROSTF 'HOW MANY EMPS ARE FULL TIME PROFESSIONAL STAFF'
PTPROSTF 'HOW MANY EMPS ARE PART TIME PROFESSIONAL STAFF'
FTAIDES 'HOW MANY EMPS ARE FULL TIME TEACHERS AIDES'
PTAIDES 'HOW MANY EMPS ARE PART TIME TEACHERS AIDES'
FTMEDIA 'HOW MANY EMPS ARE FULL TIME LIB OR MEDIA AIDES'
PTMEDIA 'HOW MANY EMPS ARE PART TIME LIB OR MEDIA AIDES'
FTALLOTH 'HOW MANY EMPS ARE FULL TIME NONINSTRUCTIONAL STAFF'
PTALLOTH 'HOW MANY EMPS ARE PART TIME NONINSTRUCTIONAL STAFF'
VACNCY 'WERE THERE TEACHING VACANCIES FOR THIS SCHOOL YEAR'
UNFILLED 'WERE THERE TEACHING VACANCIES THAT WERE NOT FILLED'
CANCEL 'CANCELED PLANNED COURSE OFFERINGS'
EXPANDSZ 'EXPANDED SOME CLASS SIZES'
ADDSCTN 'ADDED SECTIONS TO OTHER TCHRS NORMAL TEACHING LOAD'
REASSIGN 'ASSIGNED TCHR OF ANOTHER SUBJ OR LVL TO TCH CLASS'
SUBTEACH 'USED LONG-TERM AND/OR SHORT-TEAM SUBSTITUTES'
PRTEACH 'USED PART-TIME OR ITINERANT TEACHERS'
LESSQUAL 'HIRED A LESS QUALIFIED TEACHER'
GENLVAC 'HOW DIFF TO FILL VACANCIES IN GEN ELEMENTARY'
SPECLVAC 'HOW DIFF TO FILL VACANCIES IN SPECIAL EDUCATION'
ENGLVAC 'HOW DIFF TO FILL VACANCIES IN ENGLISH'
MATHVAC 'HOW DIFF TO FILL VACANCIES IN MATHEMATICS'
PHYSVAC 'HOW DIFF TO FILL VACANCIES IN PHYSICAL SCIENCE'
BIOSVAC 'HOW DIFF TO FILL VACANCIES IN BIOLOGY/LIFE SCIENCE'
ESOLVAC 'HOW DIFF TO FILL VACANCIES IN ENGLISH AS 2ND LANG'
FORGNVAC 'HOW DIFF TO FILL VACANCIES IN FOREIGN LANGUAGE'
VOTECVAC 'HOW DIFF TO FILL VACANCIES IN VOTECH'

Rural-urban code

LOCALE 'COMMUNITY TYPE OR UBRANICITY'
URBANIC '3-LEVEL LOCALE'

Research Issue: Rural teachers and administrators professional development

SASS (1987-88 Public Administrator File)

Administrators' professional development

ASC056	INSERVICE TRAINING IN EVALUATION/SUPER
ASC057	TRAINING IN MANAGEMENT TECHNIQUES
ASC058	AN ADMINISTRATIVE INTERNSHIP
ASC059	NONE OF THE ABOVE
ASC065	BENEFIT REC-COLLEGE TUITION FOR YOURSELF

Rural-urban code

AREASTRM (digit 2) STRATUM CODE FOR AREAS SAMPLE PSU'S

Also available from the School File by merging the two files.

SASS (1987-88 LEA File)

Teachers' professional development

DSC077	BENEFIT-TUITION SCHOLARSHIPS
DSC078	BENEFIT-REIMBURSEMENT FOR TUITION/FEES
DSC107	FREE RETRAINING OFFERED
DSC108	FREE TRAINING- SPECIAL ED
DSC109	FREE TRAINING- MATHEMATICS
DSC110	FREE TRAINING- COMPUTER SCIENCE
DSC111	FREE TRAINING- PHYSICAL SCIENCES
DSC112	FREE TRAINING- BIOLOGICAL/LIFE SCI
DSC113	FREE TRAINING- BILINGUAL ED/ESL
DSC114	FREE TRAINING- FOREIGN LANGUAGES
DSC115	FREE TRAINING- OTHER

Rural-urban code

AREASTRM (digit 2) STRATUM CODE FOR AREAS SAMPLE PSU'S

Also available from the School File by merging the two files.

SASS (1987-88 Public School Teacher File)

Teachers' professional development

TSC128	INSERVICE/COL COURSE TAKEN IN LAST 2 YRS
TSC129	INSERVICE/COLLEGE COURSE ASSIGNMENT CODE
TSC130	MAJOR PURPOSE FOR TAKING THIS TRAINING
TSC276	TCHR INFLUENCE-CONTENT OF INSERVICE PROG

TSC290 MAIN ACTIV DURING THE PREV 86-87 SCH YR
TSC291 MAIN ACTIV DURING THE NEXT 88-89 SCH YR
TSC292 FAVOR OR OPPOSE- PAY FOR MASTER/MENTOR T
TSC293 INCENTIVE RECD- PAY FOR MASTER/MENTOR T
TSC315 INCOME-IN-KIND RECD-COL TUITION FOR SELF

Rural-urban code

Not directly available but can obtain from the School File by merging the two files.

SASS (1990-91 Public School Administrator File)

Administrator professional development

ASC049 'INSERVICE TRAINING IN EVALUATION AND SUPERVISION'
ASC050 'TRAINING IN MANAGEMENT TECHNIQUES'
ASC051 'AN ADMINISTRATIVE INTERNSHIP'
ASC052 'NONE OF THE ABOVE'

Rural-urban code

LOCALE 'COMMUNITY TYPE OR UBRANICITY'
URBANIC '3-LEVEL LOCALE'

SASS (1990-91 LEA File)

Teachers' professional development

RETRAING 'IS FREE TRAINING AVAILABLE IN THIS SCHOOL DISTRICT'
RESPECL 'SPECIAL EDUCATION TRAINING'
REMATH 'MATHEMATICS TRAINING'
RECOMP 'COMPUTER SCIENCE TRAINING'
REPHYS 'PHYSICAL SCIENCES TRAINING'
REBIO 'BIOLOGY/LIFE SCIENCES TRAINING'
RESOL 'ENGLISH AS A 2ND LANG/BILINGUAL EDUCATION TRAINING'
RELANG 'FOREIGN LANGUAGES TRAINING'
REVOTEC 'VOCATIONAL EDUCATION TRAINING'
REOTHER 'OTHER TRAINING'
ADMINPGM 'TRAINING PROGRAM FOR ASPIRING SCH ADMINISTRATORS'

Rural-urban code

STATE 'FIPS STATE CODE FOR PHYSICAL LOCATION OF SCHOOL'
METRO 'METROPOLITAN STATUS CODE (DISTRICTS)'

SASS (1990-91 Teacher and Teacher Followup Files)

Teachers' professional development

TSC098 'TAKEN WRKSPS/IN-SRVC TRNG OF 30+HRS OF CLASS ATTND'
TSC099 'WAS TRAINING RELEVANT TO CURRENT MAIN TEACHG FLD'
TSC100 'MAJOR PURPOSE FOR TAKING THIS IN-HOUSE TRAINING'

Rural-urban code

LOCALE 'COMMUNITY TYPE OR URBANICITY'
URBANIC '3-LEVEL LOCALE'

Research Issue: Leadership style of rural administrators

HS&B (Base Year and First Followup School Files)

Evaluation of education goals

FS42A 'H S ^ GOALS:AID SOCIAL DEVELOPMENT'
FS42B 'H S ^ GOALS:CITIZENSHIP'
FS42C 'H S ^ GOALS:TEACH BASIC SKILLS'
FS42D 'H S ^ GOALS:REALISTIC POST-GRAD PLANS'
FS42E 'H S ^ GOALS:CRITICAL THINKING'
FS42F 'H S ^ GOALS:INFORMED CONSUMERS'
FS42G 'H S ^ GOALS:SEC ED PREP'
FS42H 'H S ^ GOALS:SELF-UNDERSTANDING'
FS42I 'H S ^ GOALS:VOC TRAINING IN-SCHOOL'
FS42J 'H S ^ GOALS:VOC TRAINING OUT-SCHOOL'
FS42K 'H S ^ GOALS:BROAD GEN EDUCATION'
FS42L 'H S ^ GOALS:COMPUTER PROFICIENCY' .

Administrative policies

SB054A 'SCHOOL GROUNDS CLOSED AT LUNCH'
SB054B 'STUDENTS RESPONSIBLE FOR PROPERTY DAMAGE'
SB054C 'HALL PASSES REQUIRED'
SB054D 'NO SMOKING RULES'
SB054E 'RULES ABOUT STUDENT DRESS'
SB055 'ASSIGNMENT OF STUDENTS TO THIS SCHOOL'
FS20 'SCHOOL ABSENCE RECOGNITION TIME LAG'
FS21 'TIME LAG RECOG OF AWOL STUDENT'
FS23 'HAVE IN-SCHOOL SUSPENSION'
FS23A 'SUSPENSION:DISCIPLINE, ACAD, BOTH'
FS24 'STUDENTS PUT ON PROBATION'
FS24A 'PROBATION:DISCIPLINE, ACAD , BOTH'
FS26A 'RULES:GROUNDS CLOSED AT LUNCH'
FS26B 'RULES:STUDENTS RESPONS FOR PROPERTY'
FS26C 'RULES:HALL PASSES REQUIRED'
FS26D 'RULES:NO SMOKING'
FS26E 'RULES:STUDENT DRESS'
FS26F 'RULES:SECRET SOCIETIES FORBIDDEN'
FS26G 'RULES:DISPLAYS OF AFFECTION'
FS26H 'RULES:MATERIALS BROUGHT TO CLASS'
FS26I 'RULES:LEAVING CAMPUS AT LUNCH'
FS31A 'DISCIPLINARY AUTHORITY:FIRST'
FS31B 'DISCIPLINARY AUTHORITY:SECOND'
FS32 'ADMN HAVE HOW MUCH DISC DISCRETION'
FS33A 'HOW ARE RULES MADE KNOWN:FIRST'

FS33B 'HOW ARE RULES MADE KNOWN:SECOND'
FS34M 'WHEN RULES LAST REVISED:MONTH'
FS34Y 'WHEN RULES LAST REVISED:YEAR'
FS35 'ENROLLMENT PRACTICES'

Perceived school problems

SB056A 'STUDENT ABSENTEEISM'
SB056B 'STUDENTS CUTTING CLASS'
SB056C 'PARENTS LACK INTEREST IN STUD PROGRESS'
SB056D 'PARENTS LACK INTEREST IN SCHOOL MATTERS'
SB056E 'TEACHER ABSENTEEISM'
SB056F 'TEACHERS LACK COMMITMENT OR MOTIVATION'
SB056G 'PHYSICAL CONFLICTS AMONG STUDENTS'
SB056H 'CONFLICTS BETWEEN STUDENTS AND TEACHERS'
SB056I 'ROBBERY OR THEFT'
SB056J 'VANDALISM OF SCHOOL PROPERTY'
SB056K 'STUDENT USE OF DRUGS OR ALCOHOL'
SB056L 'RAPE OR ATTEMPTED RAPE'
SB056M 'STUDENT POSSESSION OF WEAPONS'
SB056N 'VERBAL ABUSE OF TEACHERS'
FS22 '% OF 12TH GR SUSPENDED'
FS24BA '% 12TH GR PROBATION:DISCIPLINE'
FS24BB '% 12TH GR PROBATION:ACADEMIC'
FS25BA '% 12TH GR PARENTS CONTACTED:DISC'
FS25BB '% 12TH GR PARENTS CONTACTED:ACAD'
FS23BA '% 12TH GR SUSPENDED:DISCIPLINE'
FS23BB '% 12TH GR SUSPENDED:ACADEMIC'
FS27 'HOW MANY STUDENTS REFERRED TO ADMIN'
FS28 '% OF REFERRED DISCIPLINED'
FS29 '% OF TEACHERS STRICT WITH DISCIPLINE'
FS30 '% OF TEACHERS PERMISSIVE W DISCPLINE'
FS36A 'PROBLEM:STUDENT ABSENTEEISM'
FS36B 'PROBLEM:CLASS CUTTING'
FS36C 'PROBLEM:PARENT^S INTEREST IN PROGRESS'
FS36D 'PROBLEM:PARENT^S INTEREST IN SCHOOL'
FS36E 'PROBLEM:TEACHER ABSETEEISM'
FS36F 'PROBLEM:TEACHER^S LACK OF MOTIV'
FS36G 'PROBLEM:ROBBERY OR THEFT'
FS36H 'PROBLEM:VANDALISM'
FS36I 'PROBLEM:DRUGS & ALCOHOL'
FS36J 'PROBLEM:RAPE OR ATTEMPTED RAPE'
FS36K 'PROBLEM:WEAPONS'
FS36L 'PROBLEM:VERBAL ABUSE OF TEACHERS'
FS37A 'VERB CONFRONT:AMONG STUDENTS'
FS37B 'VERB CONFRONT:AMONG TEACHERS'

FS37C 'VERB CONFRONT:TEACHERS-STUDENTS'
FS37D 'VERB CONFRONT:TEACHERS-ADMIN'
FS37E 'VERB CONFRONT:TEACHERS-PARENTS'
FS37F 'VERB CONFRONT:ADMIN-PARENTS'
FS37G 'VERB CONFRONT:SCHOOL-CENTRAL OFF'

Rural-urban code
SCHURB 'SCHOOL URBANIZATION CODE'

SASS (1987-88 Public School Administrator File)

Time arrangement
ASC076 HOURS SPENT- ADMINISTRATION
ASC077 HOURS SPENT- CURRICULUM MATTERS
ASC078 HRS SPENT- TEACHER SUPERVISION/EVAL
ASC079 HOURS SPENT- WORKING WITH TEACHERS
ASC080 HOURS SPENT- STUDENT DISCIPLINE
ASC081 HRS SPENT- WORKING WITH STUDENTS/TEACHERS
ASC082 HOURS SPENT- PARENT/COMMUNITY RELATIONS
ASC083 HOURS SPENT- TEACHING CLASSES
ASC084 HOURS SPENT- PREPARATION FOR CLASSES
ASC085 HRS SPENT- FUND RAISING/OBTAIN RESOURCE
ASC086 TOTAL HOURS SPENT

Perceived problems
ASC087 PROBLEM TYPE- STUDENT TARDINESS
ASC088 PROBLEM TYPE- STUDENT ABSENTEEISM
ASC089 PROBLEM TYPE- TEACHER ABSENTEEISM
ASC090 PROBLEM TYPE- STUDENTS CUTTING CLASSES
ASC091 PROBLEM TYPE- PHYSICAL CONFLICTS
ASC092 PROBLEM TYPE- ROBBERY OR THEFT
ASC093 PROBLEM TYPE- VANDALISM OF SCH PROPERTY
ASC094 PROBLEM TYPE- STUDENT PREGNANCY
ASC095 PROBLEM TYPE- STUDENT USE OF ALCOHOL
ASC096 PROBLEM TYPE- STUDENT DRUG ABUSE
ASC097 PROBLEM TYPE- STUDENT POSS OF WEAPONS
ASC098 PROBLEM TYPE- PHYSICAL ABUSE OF TEACHERS
ASC099 PROBLEM TYPE- VERBAL ABUSE OF TEACHERS
ASC100 PROBLEM TYPE- TEACHER EVALUATION PROGRAM
ASC101 PROGRAM TO HELP BEGINNING TEACHERS

Influence on decisionmaking
ASC102 ESTABLISH CURRICULUM- SCH DIST/GOV BOARD
ASC103 ESTABLISHING CURRICULUM- PRINCIPAL/HEAD

ASC104 ESTABLISHING CURRICULUM- TEACHERS
ASC105 HIRE FT TEACHERS- SCH DIST/GOV BOARD
ASC106 HIRE FT TEACHERS- PRINCIPAL/HEAD
ASC107 HIRE FT TEACHERS- TEACHERS
ASC108 SET DISCIPLINE POLICY-SCH DIST/GOV BOARD
ASC109 SETTING DISCIPLINE POLICY-PRINCIPAL/HEAD
ASC110 SETTING DISCIPLINE POLICY- TEACHERS

Rural-urban code
AREASTRM (digit 2) STRATUM CODE FOR AREAS SAMPLE PSU'S

Also available from the School File by merging the two files.

SASS (1990-91 Public School Administrator File)

Perceived school problems
ASC067 'TEACHERS ABSENTEEISM'
ASC068 'STUDENTS TARDINESS'
ASC069 'STUDENTS ABSENTEEISM'
ASC070 'STUDENTS CUTTING CLASS'
ASC071 'STUDENTS DROPPING OUT'
ASC072 'STUDENTS APATHY'
ASC073 'PHYSICAL CONFLICTS AMONG STUDENTS'
ASC074 'ROBBERY OR THEFT'
ASC075 'VANDALISM OF SCHOOL PROPERTY'
ASC076 'STUDENT PREGNANCY'
ASC077 'STUDENT USE OF ALCOHOL'
ASC078 'STUDENT DRUG ABUSE'
ASC079 'STUDENT POSSESSION OF WEAPONS'
ASC080 'STUDENT DISRESPECT FOR TEACHERS'
ASC081 'PHYSICAL ABUSE OF TEACHERS'
ASC082 'VERBAL ABUSE OF TEACHERS'
ASC083 'LACK OF ACADEMIC CHALLENGE'
ASC084 'LACK OF PARENT INVOLVEMENT'
ASC085 'PARENTAL ALCOHOLISM AND/OR DRUG ABUSE'
ASC086 'POVERTY'
ASC087 'RACIAL TENSION'
ASC088 'CULTURAL CONFLICT'

Perceived influences on decisionmaking
SEACURRC 'ACT INFLU-ESTABLISH CURRC:STATE DEPT OF ED'
BRDCURRC 'ACT INFLU-ESTABLISH CURRC:SCH/GOVERN BOARD'
PRNCURRC 'ACT INFLU-ESTABLISH CURRC:PRINCIPAL/HEAD'
TEACURRC 'ACT INFLU-ESTABLISH CURRC:TEACHERS'

LIBCURRC 'ACT INFLU-ESTABLISH CURRC:LIBRARIANS/MEDIA SPEC'
PARCURRC 'ACT INFLU-ESTABLISH CURRC:PARENT ASSOCIATION'
BRDHIRNG 'ACT INFLU-HIRING NEW FULL-TIME TEACH:SCH/GOV BOARD'
PRNHIRNG 'ACT INFLU-HIRING NEW FULL-TIME TEACH:PRINCIPAL'
TEAHIRNG 'ACT INFLU-HIRING NEW FULL-TIME TEACH:TEACHERS'
PARHIRNG 'ACT INFLU-HIRING NEW FULL-TIME TEACH:PARENT ASC'
SEADISPL 'ACT INFLU-SET DISCIPLINE POLICY:STATE DEPT OF ED'
BRDDISPL 'ACT INFLU-SET DISCIPLINE POLICY:SCH BOARD'
PRNDISPL 'ACT INFLU-SET DISCIPLINE POLICY:PRINCIPAL/HEAD'
TEADISPL 'ACT INFLU-SET DISCIPLINE POLICY:TEACHERS'
PARDISPL 'ACT INFLU-SET DISCIPLINE POLICY:PARENT ASC'

Value of education goal

ASC115 'MOST IMPORTANT EDUCATIONAL GOAL'
ASC116 'SECOND MOST IMPORTANT EDUCATIONAL GOAL'
ASC117 'THIRD MOST IMPORTANT EDUCATIONAL GOAL'

Assessment of staff quality

ASC118 'RATE THE QUALITY OF TEACHING STAFF IN GENERAL'
ASC119 'RATE THE QUALITY OF EXP TEACHERS WITH > 3 YR EXP'
ASC120 'RATE THE QUALITY OF TEACHERS WITH <= 3 YR EXP'

Career planning

ASC053 'HOW LONG DO YOU PLAN TO REMAIN A PRINCIPAL'
ASC054 'IN HOW MANY YRS DO YOU PLAN TO RETIRE FRM YOUR POS'

Rural-urban code

LOCALE 'COMMUNITY TYPE OR UBRANICITY'
URBANIC '3-LEVEL LOCALE'

Research Issue: State certification mandates and teacher availability in rural schools

SASS (1987-88 LEA File)

State certification

DSC052	TOTAL FTE TCHERS HOLDING STATE CERT
DSC063	CERTIF. FOR ALL FIELDS OF ASSIGNMENT
DSC068	CERTIF. FOR ALL FIELDS OF ASSIGNMENT
DSC116	SCREENING- STATE CERT FOT FIELD
DSC117	SCREENING- EMERGENCY/TEMPORARY CERT
DSC118	SCREENING- GRAD FROM A STATE PROGRAM
DSC121	SCREENING- OF STATE BASIC SKILLS TEST
DSC122	SCREENING- OF STATE SUBJECT AREA TEST
DSC123	SCREENING- NATIONAL TEACHERS EXAM

Teacher hiring and availability

DSC022	PRE-K FTE TEACHERS AS OF OCT 1,1986
DSC023	PRE-K FTE TEACHERS AS OF OCT 1,1987
DSC024	KINDER FTE TEACHERS AS OF OCT 1,1986
DSC025	KINDER FTE TEACHERS AS OF OCT 1,1987
DSC026	GR 1-6 FTE TEACHERS AS OF OCT 1,1986
DSC027	GR 1-6 FTE TEACHERS AS OF OCT 1,1987
DSC028	GR 7-12 FTE TEACHERS AS OF OCT 1,1986
DSC029	GR 7-12 FTE TEACHERS AS OF OCT 1,1987
DSC030	TOTAL FTE TEACHERS AS OF OCT 1,1986
DSC031	TOTAL FTE TEACHERS AS OF OCT 1,1987
DSC032	RECORDS NOT BY GRADE RANGES IN ITEM 2
DSC047	TOTAL 1987 FTE TEACHERS IN GRADES K-12
DSC048	POSITIONS VACANT AS OF OCT. 1,1987
DSC049	POSITIONS ABOLISHED AS OF OCT. 1,1987
DSC051	TOTAL FTE TEACHER 1987-88
DSC053	NEWLY HIRED FTE TEACHERS FOR 1987-88
DSC054	NEWLY HIRED FTE TCHRS HOLDING STATE CERT

Rural-urban code

AREASTRM (digit 2)	STRATUM CODE FOR AREAS SAMPLE PSU'S

Also available from the School File by merging the two files.

SASS (1987-88 Public Teacher File)

Certification

TSC131	PRIMARY ASGMT FIELD- STATE CERTIFICATE

TSC132	PRIM ASGMT FIELD- CODE FOR CERTIFICATION
TSC133	PRIMARY ASSIGNMENT FIELD-YEAR CERTIFIED
TSC134	SECONDARY ASGMT FIELD- STATE CERTIFICATE
TSC135	SEC ASGMT FIELD- CODE FOR CERTIFICATION
TSC136	SECONDARY ASSIGNMENT FIELD- YR CERTIFIED
TSC137	BEST QUALIFIED FIELD-STATE CERTIFICATE
TSC138	BEST QUALIFIED FIELD-CODE FOR CERTIFICA
TSC139	BEST QUALIFIED FIELD-YEAR CERTIFIED

Career plan

TSC288	LENGTH OF CONTINUED TEACHING
TSC289	YEARS UNTIL PLANNED RETIREMENT

Rural-urban code

Not directly available but can obtain from the School File by merging the two files.

SASS (1990-91 LEA File)

State certification and other requirements

CERTIFY 'HOW MANY TTOTK_12 HOLD REG OR STAND STATE CERT'
FULLCERT 'FULL STANDARD STATE CERTIFICATION'
EMERCERT 'EMERGENCY OR TEMPORARY STATE CERTIFICATION'
TEACHED 'GRADUATION FROM A ST-APPROVED TCHR ED PROGRAM'
MAJORFLD 'COLLEGE MAJOR OR MINOR IN FIELD TO BE TAUGHT'
DISTEST 'PASSAGE OF A LOCAL DISTRICT TEST OF BASIC SKILLS'
STABASIC 'PASSAGE OF A STATE TEST OF BASIC SKILLS'
STASUBJ 'PASSAGE OF A STATE TEST OF SUBJECT KNOWLEDGE'
NTEPASS 'PASSAGE OF THE NATIONAL TEACHERS EXAMINATION'
RETIREMT 'ARE TEACHERS IN THIS DIST COVERED BY A RETIRE PLAN'
INCREDIT 'FULL OR PART CREDIT IN RETIRE PLAN IF CHNGD SCHOOL'
INPURCH 'DO TEACHERS HAVE TO PURCHASE THIS CREDIT'
OUTCREDT 'FULL OR PART CREDIT IN RETIRE PLAN IF CHNGD STATE'
OUTPURCH 'DO TEACHERS HAVE TO PURCHASE THIS CREDIT'
EVALTCH 'IS THERE A FORMAL TEACHER EVALUATION PROGRAM HERE'

Hiring practice

VACANCY 'HOW MANY FTE POS K-12 WERE FILLED BY SUBS ON OCT 1'
ABOLISHD 'HOW MANY FTE POS WERE ABOLISHED BY OCT 1'
APPROVED 'HOW MANY FTE POS WERE APPROVED FOR THIS SCHOOL YR'
NEWHIRES 'HOW MANY NEWLY HIRED FTE TCHRS AS OF OCT 1'
NEWCERTS 'HOW MANY NEWLY HIRED FTE TCHRS HOLD CERTIFICATION'
LAIDOFF 'HOW MANY FTE TCHRS WERE LAID OFF AS OF LAST YEAR'
LIBK_6 'HOW MANY FTE LIB^S K-6 EMPLOYED AS OF OCT 1'

LIB7_12 'HOW MANY FTE LIB^S 7-12 EMPLOYED AS OF OCT 1'
TOTLIBRY 'TOTAL FTE LIBRARIANS FOR GRADES K-12'
VACNTLIB 'HOW MANY FTE LIB^S POS FILLED BY SUB AS OF OCT 1'
ABOLSHLB 'HOW MANY FTE LIB^S POS ABOLISHED BY OCT 1'
APPRVLIB 'HOW MANY FTE LIB^S POS WERE APPROVED FOR THIS YEAR'
CONFTE 'NUMBER OF CONTINUING FTE TEACHERS'
FILFTE 'NUMBER OF FILLED FTE POSITIONS'

SASS (1990-91 School File)

Teacher shortage

VACNCY 'WERE THERE TEACHING VACANCIES FOR THIS SCHOOL YEAR'
UNFILLED 'WERE THERE TEACHING VACANCIES THAT WERE NOT FILLED'
CANCEL 'CANCELED PLANNED COURSE OFFERINGS'
EXPANDSZ 'EXPANDED SOME CLASS SIZES'
ADDSCTN 'ADDED SECTIONS TO OTHER TCHRS NORMAL TEACHING LOAD'
REASSIGN 'ASSIGNED TCHR OF ANOTHER SUBJ OR LVL TO TCH CLASS'
SUBTEACH 'USED LONG-TERM AND/OR SHORT-TEAM SUBSTITUTES'
PRTEACH 'USED PART-TIME OR ITINERANT TEACHERS'
LESSQUAL 'HIRED A LESS QUALIFIED TEACHER'
GENLVAC 'HOW DIFF TO FILL VACANCIES IN GEN ELEMENTARY'
SPECLVAC 'HOW DIFF TO FILL VACANCIES IN SPECIAL EDUCATION'
ENGLVAC 'HOW DIFF TO FILL VACANCIES IN ENGLISH'
MATHVAC 'HOW DIFF TO FILL VACANCIES IN MATHEMATICS'
PHYSVAC 'HOW DIFF TO FILL VACANCIES IN PHYSICAL SCIENCE'
BIOSVAC 'HOW DIFF TO FILL VACANCIES IN BIOLOGY/LIFE SCIENCE'
ESOLVAC 'HOW DIFF TO FILL VACANCIES IN ENGLISH AS 2ND LANG'
FORGNVAC 'HOW DIFF TO FILL VACANCIES IN FOREIGN LANGUAGE'
VOTECVAC 'HOW DIFF TO FILL VACANCIES IN VOTECH'

SASS (1990-91 Teacher Followup File)

Certification attainment

TFS032 'HAVE A "LIFETIME" TEACHING CERTIFICATE'
TFS033 'CHANGE IN CERT STATUS: NO CHANGE'
TFS034 'CHANGE IN CERT STATUS: YES-CERT LAPSED'
TFS035 'CHANGE IN CERT STATUS: YES-UPGR TO REG'
TFS036 'CHANGE IN CERT STATUS: YES-DIFF FIELD'
TFS037 'CHANGE IN CERT STATUS: OTHER CHANGE'
TFS038 'PLAN TO MAINTAIN/REINSTATE CERTIFICATE'
TFS115 'HAVE A TCHG CERT THIS STATE IN PRIM FLD'
TFS116 'TYPE OF CERTIFICATION IN PRIMARY FIELD'
TFS117 'CERTIFICATE GRANTED WITHIN LAST YEAR'

TFS118 'CERTIFICATE THIS STATE IN SECONDRY ASGMT'
TFS119 'TYPE OF CERTIFICATION IN SECONDRY ASGMT'
TFS120 'CERTIFICATE GRANTED LAST YEAR'

Rural-urban code
STATE 'FIPS STATE CODE FOR PHYSICAL LOCATION OF SCHOOL'
METRO 'METROPOLITAN STATUS CODE (DISTRICTS)'

3.3.5 Use of Technology in Rural Schools

Research Issue: Computer assisted learning and distance education via telecommunications in rural schools

NLS72

BQ4G 'TEACHING MACHINE USED IN COURSES THIS YEAR'
BQ4H 'TV LECTURES USED IN COURSES THIS YEAR'

Rural-urban code

COMMUNIT 'LOCATION OF SCHOOL--COMMUNITY TYPE'
SQ4 'WHICH OF THE FOLLOWING BEST DESCRIBES THE PLACE YOU LIVED 10'
COMM72 'COMMUNITY COMPOSITE FOR 1972'
COMM73 'COMMUNITY COMPOSITE FOR 1973'

3.3.6 Financial Support For Governance For Rural Schools

Research Issue: **Rural school finance: the effects of federal and state programs and fund distribution on rural schools in their operation and course offerings**

CCD (1986/87-1990/91 Local Education Agency File)[3]

Local education agency demographics

- Agency enrollment rank in the State
- Agency enrollment rank in the Nation
- Total number of Schools
- Regular Diploma Grads
- PK-12 Students
- Ungraded Students
- H.S. Equivalents
- Total Students
- Other H.S. Equivalents
- Total Teachers
- IEP Students
- Stud/Teach Ratio
- Low Grade
- High Grade
- Local education agency finance
- Revenue (from local sources)
- Property Taxes
- Gen'l Sales/Gross Receipts Tax
- Indiv./Corp Net Income Tax
- All Other Taxes
- Parent Gov't Contributions (dependent school systems only) Revenue (from state sources)
- Federal revenue through state
- Federal revenue (direct)
- Expenditures
- Instruction (exc. Adult Ed)
- Supp Svcs, Pupil
- Supp Svcs, Inst. Staff
- Supp Svcs, General Admin
- Supp Svcs, School Admin
- Supp Svcs, Other
- Total Salaries/Wages
- Salaries/Wages Inst.
- Total state payment

Rural-urban code

Metro Status Area

CCD (1986/87-1990/91 State File)

State demographics
State Population
State Population aged 5-17
Total Students
Total Teachers
Student/Teach Ratio
Total Agencies

Staffing

Teachers by grade level
Techers total FTE
% Teachers in staff
Aides
% Aides in staff
Numbber of consellors by grade level
Counselors total
Counselors % in staff
Number of librarians
% Librarians in staff
Lib. Support Staff
Office Administrators
% Administrators in staff
School Administrators
% School Administrators in staff
Administration Support
School Admin Support
Other Support Staff
% Support Staff in staff
Total Staff

Student membership

Prekindergarten to grade 12
ungraded
total

School completion
- Number of Completers
- Regular Diploma
- H.S. Equiv.
- Other Diploma
- Other H.S.

Number of Schools in different locations
- Large Central City
- Mid-size Central City
- Urban Fringe Lrge Central City
- Urban Fringe Mid-size City
- Large Town
- Small Town
- Rural

School types
- Regular
- Special Education
- Vocational
- Other/Alternative

State fiscal
- Total revenue
- Current expenditure
- Facilities Acquisition
- Community Services
- Direct Cost
- Property (Exclude Fac. Acquisition)
- Total Education Expenditures
- Net Current Expenditures (As defined by P.L. 100-297)

HS&B (Base Year and First Followup School Files)

School finance
- SB050A 'YR OF LAST VOTE ON BOND OR TAX INCREASE'
- SB050B 'DID BOND ISSUE OR TAX INCREASE PASS?'
- SB052 'SEPARATE SCHOOL TAXATION DISTRICT'
- SB053A 'DISTRICT AVERAGE PER PUPIL EXPENDITURE'
- SB053B 'HIGH SCHOOL PER PUPIL EXPENDITURE'
- SB060A '% OF FUNDS FROM TUITION'
- SB060B '% OF FUNDS FROM FUND RAISING'
- SB060C1 '% OF FUNDS FROM RELIGIOUS SUBSIDY'

SB060C2 '% OF FUNDS FROM FOUNDATION SUBSIDIES'
SB060D '% OF FUNDS FROM ENDOWMENT'
SB060E '% OF FUNDS FROM FEDERAL OR STATE FUNDS'
SB060F '% OF FUNDS FROM OTHER SOURCE'
SB061 'ANNUAL TUITION'
SB062 '% OF STUDENTS WITH SCHOLARSHIPS'
SB063 'LEGAL OWNERSHIP OF HIGH SCHOOL'
FS18A 'WHEN LAST BOND VOTED ON IN DISTRICT'
FS18B 'DID LAST BOND IN DISTRICT PASS'
FS19A 'AVE TOT PER-PUPIL EXPENDITURE'
FS19B 'AVE TOT PER-PUPIL EXPEND IN YOUR HS'

Federal program participation
SB032A 'UPWARD BOUND PARTICIPATION'
SB032B 'TALENT SEARCH PARTICIPATION'
SB032C1 'ESEA TITLE I <ECON DISADVANTAGES>'
SB032C2 'ESEA TITLE IV-B <LIBRARY>'
SB032C3 'ESEA TITLE IV-C <EDUC INNOVATION>'
SB032C4 'ESEA TITLE IV-D <SUPPLEMENTARY CENTERS>'
SB032C5 'ESEA TITLE VII <BILINGUAL EDUCATION>'
SB032C6 'ESEA TITLE IX <ETHNIC HERITAGE STUDIES>'
SB032D 'INDIAN EDUCATION ACT'
SB032E 'EMERGENCY SCHOOL AID ACT <DESEGRAGATION>'
SB032F 'SCHL ASSIST IN FEDERALLY AFFECTED AREAS'
SB032G 'COMPREHENSIVE EMPLOYMENT & TRAINING ACT'
SB032H1 'VOC ED ACT 63 CONSUMER & HOMEMAKING EDUC'
SB032H2 'VOC ED ACT 63 BASIC PROGRAM'
SB032H3 'VOC ED ACT 63 PERSONS WITH SPECIAL NEEDS'
SB032H4 'VOC ED ACT 63 COOPERATIVE VOCATIONAL ED'
SB032H5 'VOC ED ACT 63 HIGH SCHOOL WORK STUDY'
SB032I 'JUNIOR ROTC'
FS17A 'SCHOOL PARTICIPATE IN UPWARD BOUND'
FS17B 'SCHOOL PARTICIPATE IN TALENT SEARCH'
FS17C1 'SCHOOL PARTICPATE IN TITLE I'
FS17C2 'SCHOOL PARTICIPATE IN TITLE IV-B'
FS17C3 'SCHOOL PARTICIPATE IN TITLE IV-C'
FS17C4 'SCHOOL PARTICIPATE IN TITLE IV-D'
FS17C5 'SCHOOL PARTICIPATE IN TITLE VII'
FS17C6 'SCHOOL PARTICIPATE IN TITLE IX'
FS17D 'SCHOOL PARTICIPATE IN INDIAN ED ACT'
FS17E 'SCHOOL PARTICIPATE IN EMER SCHOOL ACT'
FS17F 'SCHOOL PARTICIPATE IN SCHOOL ASSIST'
FS17G 'SCHOOL PARTICIPATE IN CETA'
FS17H1 'PART IN CONS & HOMEMAKER EDUC'
FS17H2 'PART IN VOC BASIC ED PROGRAMS'

FS17H3 'PART IN VOC ED FOR SPEC NEEDS'
FS17H4 'PART IN COOP VOC ED PROGRAM'
FS17I 'SCHOOL PART IN JUNIOR ROTC'

School operation

SB005 'LENGTH OF SCHOOL YEAR'
SB006 'LENGTH OF CLASS PERIOD'
SB007 'NUMBER OF PERIODS IN A DAY'
SB007A 'NUMBER OF PERIODS A STUDENT HAS CLASS'

Program provisions

SB017AY '% OF 10TH GRADE IN GENERAL PROGRAM'
SB017AE '% OF 12TH GRADE IN GENERAL PROGRAM'
SB017BY '% OF 10TH GRADE IN ACADEMIC PROGRAM'
SB017BE '% OF 12TH GRADE IN ACADEMIC PROGRAM'
SB017C1Y '% OF 10TH GRADE IN AGRICULTURE PROGRAM'
SB017C1E '% OF 12TH GRADE IN AGRICULTURE PROGRAM'
SB017C2Y '% OF 10TH GR IN BUSINESS OCC PROGRAM'
SB017C2E '% OF 12TH GR IN BUSINESS OCC PROGRAM'
SB017C3Y '% OF 10TH GR IN DISTRIBUTIVE EDUCATION'
SB017C3E '% OF 12TH GR IN DISTRIBUTIVE EDUCATION'
SB017C4Y '% OF 10TH GR IN HEALTH OCC PROGRAM'
SB017C4E '% OF 12TH GR IN HEALTH OCC PROGRAM'
SB017C5Y '% OF 10TH GR IN HOME ECONOMICS PROGRAM'
SB017C5E '% OF 12TH GR IN HOME ECONOMICS PROGRAM'
SB017C6Y '% OF 10TH GR IN TRADE OCC PROGRAM'
SB017C6E '% OF 12TH GR IN TRADE OCC PROGRAM'
SB017C7Y '% OF 10TH GR IN TECHNICAL OCC PROGRAM'
SB017C7E '% OF 12TH GR IN TECHNICAL OCC PROGRAM'
SB017DY '% OF 10TH GR IN OTHER PROGRAM'
SB017DE '% OF 12TH GR IN OTHER PROGRAM'
SB025 'REMEDICAL PROGRAM FOR MIN COMP FAILURES'
SB029AD 'COLLEGE BOARD ADVANCED PLACEMENT COURSES'
SB029AE 'STUDENT EXCHANGE PROGRAM'
SB029AF 'ALTERNATIVE SCHOOL PROGRAM'
SB029AG 'PROGRAM FOR PREGNANT GIRLS OR MOTHERS'
SB029AH 'CONTINUATION SCHOOL'
SB029AI 'PROGRAM FOR GIFTED OR TALENTED'
SB029AJ 'BILINGUAL PROGRAM'
SB029BA1 'ENGLISH AS 2ND LANGUAGE TAUGHT 10TH GR'
SB029BA2 'ENGLISH AS 2ND LANGUAGE TAUGHT 11TH GR'
SB029BA3 'ENGLISH AS 2ND LANGUAGE TAUGHT 12TH GR'
SB029BA4 'ENGLISH AS 2ND LANGUAGE NOT OFFERED'
SB029BB1 'MOTHER TONGUE TAUGHT IN 10TH GR'
SB029BB2 'MOTHER TONGUE TAUGHT IN 11TH GR'

SB029BB3 'MOTHER TONGUE TAUGHT IN 12TH GR'
SB029BB4 'MOTHER TONGUE NOT OFFERED'
SB029BC1 'MINORITY CULTURE TAUGHT IN 10TH GR'
SB029BC2 'MINORITY CULTURE TAUGHT IN 11TH GR'
SB029BC3 'MINORITY CULTURE TAUGHT IN 12TH GR'
SB029BC4 'MINORITY CULTURE NOT OFFERED'
FS11 'REMEDIAL PROGRAM FOR TESTING FAILURES'
FS13AC 'WORK EXPER OR OCCUP TRAINING FOR CRED'
FS13AD 'A P COURSES AVAILABLE'
FS13AE 'STUDENT EXCHANGE PROGRAM AVAILABLE'
FS13AF 'ALTERNATIVE SCHOOL PROGRAM AVAILABLE'
FS13AG 'SPECIAL PROGRAM FOR PREGNANT WOMEN'
FS13AH 'CONTINUATION SCHOOL AVAILABLE'
FS13AI 'GIFTED-TALENTED PROGRAM AVAILABLE'
FS13AJ 'BILINGUAL PROGRAM AVAILABLE'
FS13AK 'COLLEGE-LEVEL COURSES AT H S AVAIL'
FS13AL 'COURSES AT COLLEGE AVAILABLE'
FS13AM 'CREDIT BY EXAM AVAILABLE'
FS13AN 'EARLY GRADUATION AVAILABLE'
FS13AO 'EARLY EXIT VIA EXAM OR EQUIV'
FS13AP 'REMEDIAL BASIC SKILLS INSTRUCT AVAIL'
FS13AQ 'COMPUTER COURSES AVAILABLE'
FS13AR 'INSTRUCTIONAL TELEVISION PROGRAM AVAIL'
FS13BA1 'ENG TAUGHT AS 2ND LANG IN 10TH GRADE'
FS13BA2 'ENG TAUGHT AS 2ND LANG IN 11TH GRADE'
FS13BA3 'ENG TAUGHT AS 2ND LANG IN 12TH GRADE'
FS13BA4 'ENG AS 2ND LANG NOT TAUGHT IN 10-12TH'
FS13BB1 'MOTHER TONG TAUGHT AS FIRST LANG IN 10T'
FS13BB2 'MOTHER TONG TAUGHT AS 1ST LANG IN 11TH'
FS13BB3 'MOTHER TONG TAUGHT AS 1ST LANG IN 12TH'
FS13BB4 'MOTHER TONG NOT OFFERED AS 1ST LANG'
FS13BC1 'CULT-HIST TAUGHT TO MINOR IN 10TH'
FS13BC2 'CULT-HIST TAUGHT TO MINOR IN 11TH GR'
FS13BC3 'CULT-HIST TAUGHT FOR LANG MINOR :12TH'
FS13BC4 'CULT-HIST NOT TAUGHT FOR LANG MINORITY'
FS14 '% OF SENIORS IN OUT-OF-SCHOOL PROGRAMS'
FS15 'STUD S MAY TAKE VOC SCHOOL CLASSES'

Work-study program

FS17H5 'PART IN H S VOC ED WORK-STUDY'
FS16 'DOES SCHOOL HAVE WORK-STUDY PROGRAM'
FS16A 'OFF-,ON-CAMPUS OR BOTH IN WORK-STUDY'
FS16B1 'OFF-CAMPUS:LAWN WORK OR ODD JOBS'
FS16B2 'OFF-CAMPUS:RESTAURANTS'
FS16B3 'OFF-CAMPUS:BABY-SITTING OR CHILD-CARE'

FS16B4 'OFF-CAMPUS:FARM OR AGRICULTURAL WORK'
FS16B5 'OFF-CAMPUS:FACTORY WORK'
FS16B6 'OFF-CAMPUS:GAS STAT ,CAR WASH,AUTO REP'
FS16B7 'OFF-CAMPUS:SKILLED TRADE'
FS16B8 'OTHER MANUAL'
FS16B9 'OFF-CAMPUS:STORE CLERK,SALES,CASHIER'
FS16B10 'OFF-CAMPUS:OFFICE OR CLERICAL'
FS16B11 'OFF-CAMPUS:HOSPITAL OR HEALTH'
FS16B12 'OFF-CAMPUS:DELIVERY JOBS <PAPERS,GROC S>'
FS16B13 'OFF-CAMPUS:OTHER'
FS16C1 'ON-CAMPUS:CAFETERIA'
FS16C2 'ON-CAMPUS:ADMINISTRATION'
FS16C3 'ON-CAMPUS:MAINTENANCE'
FS16C4 'ON-CAMPUS:AUDIOVISUAL'
FS16C5 'ON-CAMPUS:TUTORING,TEACH AID, ETC'
FS16C6 'ON-CAMPUS:VOCATIONALLY ORIENTED JOBS'
FS16C7 'ON-CAMPUS:OTHER'

Special education programs
SB033A 'HANDICAPPED CRITERIA USES STANDARD TESTS'
SB033B 'HANDICAPPED CRITERIA FEDERAL GUIDELINES'
SB033C 'HANDICAPPED CRITERIA STATE GUIDELINES'
SB033D 'HANDICAPPED CRITERIA COUNSELOR JUDGEMENT'
SB034 'NUMBER OF HANDICAPPED STUDENTS'
SB035A 'TRAINABLE MENTALLY RETARDED'
SB035B 'MULTIPLE HANDICAPPED'
SB035C 'EDUCABLE MENTALLY RETARDED'
SB035D 'HARD OF HEARING'
SB035E 'DEAF'
SB035F 'DEAF-BLIND'
SB035G 'SPEECH IMPAIRED'
SB035H 'VISUALLY IMPAIRED'
SB035I 'EMOTIONALLY DISTURBED'
SB035J 'ORTHOPEDICALLY IMPAIRED'
SB035K 'OTHER HEALTH IMPAIRED'
SB035L 'SPECIFIC LEARNING DISABILITIES'
SB048D 'REFERRAL TO MENTAL HEALTH CLINIC'
SB048E 'OTHER ARRANGEMENT FOR MENTAL HEALTH PROB'

Course offerings
SB018A 'SECOND YEAR ALGEBRA TAUGHT?'
SB018B 'ART TAUGHT?'
SB018C 'AUTO MECHANICS TAUGHT?'
SB018D 'CALCULUS TAUGHT?'
SB018E 'CHEMISTRY TAUGHT?'

SB018F 'DRAMA TAUGHT?'
SB018G 'DRIVER TRAINING TAUGHT?'
SB018H 'ECONOMICS TAUGHT?'
SB018I 'ETHNIC OR BLACK STUDIES TAUGHT?'
SB018J 'FAMILY LIFE OR SEX EDUCATION TAUGHT?'
SB018K 'GEOMETRY TAUGHT?'
SB018L 'THIRD YEAR SPANISH TAUGHT?'
SB018M 'THIRD YEAR GERMAN TAUGHT?'
SB018N 'THIRD YEAR FRENCH TAUGHT?'
SB018O 'HOME ECONOMICS TAUGHT?'
SB018P 'PHYSICS TAUGHT?'
SB018Q 'PSYCHOLOGY TAUGHT?'
SB018R 'RUSSIAN TAUGHT?'
SB018S 'TRIGONOMETRY TAUGHT?'
SB018T 'WOOD OR MACHINE SHOP TAUGHT?'

School outcomes
SB008 'AVERAGE DAILY ATTENDANCE <PERCENT>'
SB011 '% OF 78-79 CLASS NOW IN REGULAR COLLEGE'
SB012 '% OF 78-79 CLASS NOW IN NON-COLLEGE EDUC'
SB013 '% OF 78-79 CLASS NOW IN MILITARY'
SB014 'PERCENT OF STUDENTS WHO DROP OUT'
FS2 '% OF GRAD CLASS GOING TO COLLEGE'
FS3 '% GRAD CLASS GO TO NON-COLLEGE SEC ED'
FS4 '% GRAD CLASS GOING INTO MILITARY'
FS5 '% OF ^82 GRAD CLASS GRAD EARLY'
FS6A '% OF CLASS OF ^82 SOPH S DROPPED OUT'
FS6B '% OF CLASS OF ^83 SOPH S DROPPED OUT'

Rural-urban code
SCHURB 'SCHOOL URBANIZATION CODE'

Research Issue: Equality in compensation and salaries for rural schools and schools in other places

SASS (1987-88 Public Administrator File)

Compensation/benefits

ASC060	RECODED PRE-TAX ANNUAL SALARY GROUP
ASC061	MONTHS EMPLOYED
ASC062	BENEFIT RECEIVED- HOUSING/HOUSING EXPEN
ASC063	BENEFIT RECEIVED- MEALS
ASC064	BENEFIT RECEIVED- TUITION FOR CHILDREN
ASC065	BENEFIT REC-COLLEGE TUITION FOR YOURSELF
ASC066	BENEFIT RECEIVED- GEN MEDICAL INSURANCE
ASC067	BENEFIT RECEIVED- DENTAL INSURANCE
ASC068	BENEFIT RECEIVED- GROUP LIFE INSURANCE
ASC069	BENEFIT RECEIVED- CAR/TRANSPORTATION EXP
ASC070	BENEFIT RECEIVED- PENSION CONTRIBUTIONS
ASC071	BENEFIT RECEIVED- NONE OF THE ABOVE

Rural-urban code

AREASTRM (digit 2) STRATUM CODE FOR AREAS SAMPLE PSU'S

Also available from the School File by merging the two files.

SASS (1987-88 Public School Teacher File)

Compensation/benefits

TSC304	SUMMER 87 INCOME- SUMMER SCHOOL SALARY
TSC305	SUMMER 87 INCOME-OTHER SCH COMP FOR WOR
TSC306	SUMMER 87 INCOME- NONSCHOOL COMPENSATION
TSC307	RECODED SALARY
TSC308	ADDITIONAL COMP DURING 87-88 SCH YR
TSC309	ADDNL NON-SCH COMP DURING 87-88 SCH YR
TSC310	TOTAL INCOME FROM JUNE 1987 TO JUNE 1988
TSC311	INCOME-IN-KIND RECD- HOUSING OR HOUSING
TSC312	INCOME-IN-KIND RECEIVED- MEALS
TSC313	INCOME-IN-KIND RECD-TUITION FOR CHILDREN
TSC314	INCOME-IN-KIND RECD- CHILD CARE
TSC315	INCOME-IN-KIND RECD-COL TUITION FOR SELF
TSC316	INCOME-IN-KIND RECD- CAR/TRANS EXPENSE
TSC317	INCOME-IN-KIND RECD- NONE OF THE ABOVE
TSC318	TOTAL COMB INCOME CATEGORY FOR FAMILY

Attitude toward compensation

TSC241 I AM SATISFIED WITH MY TEACHING SALARY
TSC292 FAVOR OR OPPOSE- PAY FOR MASTER/MENTOR T
TSC293 INCENTIVE RECD- PAY FOR MASTER/MENTOR T
TSC294 FAVOR OR OPPOSE- ADD PAY FOR SHTG FIELD
TSC295 INCENTIVE RECD- ADD PAY FOR SHTG FIELD
TSC296 FAVOR OR OPPOSE- ADD PAY FOR LOCATION
TSC297 INCENTIVE RECEIVED- ADD PAY FOR LOCATION
TSC298 FAVOR OR OPPOSE- PAY INCREASES OF LADDER
TSC299 INCENTIVE RECD- PAY INCREASES OF LADDER
TSC300 FAVOR OR OPPOSE- MERIT PAY FOR TCH PERF
TSC301 INCENTIVE RECD- MERIT PAY FOR TCHR PERF
TSC302 FAVOR OR OPPOSE-SCHWIDE BONUS FOR ALL T
TSC303 INCENTIVE RECD-SCHWIDE BONUS FOR ALL TCH

Rural-urban code

Not directly available but can obtain from the School File by merging the two files.

SASS (1990-91 Public School Administrator File)

Compensation/salary

ASC055 'WHAT IS YOUR CURRENT ANNUAL SALARY FOR THIS POS'
ASC056 'FOR HOW MANY MONTHS OF THE YR ARE YOU EMPL AS ADM'
ASC057 'BENEFITS RECEIVE-HOUSING OR HOUSING EXPENSES'
ASC058 'BENEFITS RECEIVE-MEALS'
ASC059 'BENEFITS RECEIVE-TUITION FOR YOUR CHILDREN'
ASC060 'BENEFITS RECEIVE-COLLEGE TUITION FOR YOUR SELF'
ASC061 'BENEFITS RECEIVE-GENERAL MEDICAL INSURANCE'
ASC062 'BENEFITS RECEIVE-DENTAL INSURANCE'
ASC063 'BENEFITS RECEIVE-GROUP LIFE INSURANCE'
ASC064 'BENEFITS RECEIVE-CAR/TRANSPORTATION EXPENSES'
ASC065 'BENEFITS RECEIVE-PENSION CONTRIBUTIONS'
ASC066 'BENEFITS RECEIVE-NONE OF THE ABOVE'

SASS (1990-91 LEA File)

MEDICAL 'GENERAL MEDICAL INSURANCE'
DENTAL 'DENTAL INSURANCE'
LIFE 'GROUP LIFE INSURANCE'
PENSION 'PENSION CONTRIBUTIONS'
HOUSING 'HOUSING'

MEALS 'MEALS (INCLUDING FREE OR REDUCED-PRICE LUNCH)'
TRANSPT 'TRANSPORTATION (INCLUDING MILEAGE REIMBURSEMENT)'
TUITION 'REIMBURSEMENT FOR TEACHERS TUITION AND COURSE FEES'
NONE 'NONE OF THE ABOVE'
LNGTHYR 'HOW MANY MONTHS IS THE TEACHERS NORMAL CONTRACT YR'
SALSCHED 'IS THERE A SALARY SCHEDULE FOR TCHRS IN THIS DIST'
MINBACH 'NORM BASE SALARY FOR TCHR WITH BACHELOR^S NO EXPER'
MINMASTR 'NORM BASE SALARY FOR TCHR WITH MASTERS NO EXPER'
MAXMASTR 'NORM BASE SAL FOR TCHR WITH MASTERS 20 YRS EXPER'
HIGHSAL 'SAL FOR TCHR AT THE HIGHEST SCHEDULE STEP'
MINSALRY 'MIN TCHR SALARY IN THIS DIST NO SALARY SCHEDULE'
MAXSALRY 'MAX TCHR SALARY IN THIS DIST NO SALARY SCHEDULE'
MERITPAY 'IN THIS SCH YR DOES THIS DIST HAVE MERIT PAY'
MERITCS 'HOW IS THIS PERFORMANCE-BASED COMPENSATION GIVEN'
MERITSTP 'DIFFERENT STEP ON THE SALARY SCHEDULE'
MERITINC 'OTHER SALARY INCREASE'

Rural-urban code

STATE 'FIPS STATE CODE FOR PHYSICAL LOCATION OF SCHOOL'
METRO 'METROPOLITAN STATUS CODE (DISTRICTS)'

SASS (1990-91 Teacher Followup File)

Compensation/income/incentives

TSC280 'DO U RECV PAY INCENTIVES FOR-ASSUMING ADDTNL RESP'
TSC281 'DO U RECV ADDITIONAL $ FOR TCHG IN A SHORTAGE FLD'
TSC282 'RECV EXTRA $ FOR TEACHG IN HIGH-PRIORITY LOCATION'
TSC283 'RECV PAY INCRS THRU CAREER LADDR BASED ON PERFMCE'
TSC284 'DO YOU RECV A MERIT PAY BONUS FOR EXEPTNL PERF/YR'
TSC285 'RECV SCH-WIDE BONUS FOR SCH-WIDE EXCEPTNL PERF/YR'
TSC286 'DURING SUMMER OF 1990, DID YOU EARN $ TCHG SUMMER'
TSC287 'HOW MUCH DID YOU EARN FOR SUMMER 1990 TCHG'
TSC288 'SUMMER^90-DID YOU RECV $ FROM NON-TCHG JOB IN SCH'
TSC289 'HOW MUCH $ FOR SUMMER^90 NON-TCHG WORK IN SCH'
TSC290 'DID YOU RECV $ FOR NONSCHOOL JOB IN SUMMER^90'
TSC291 'HOW MUCH $ EARNED FROM NON-SCHOOL JOB SUMMER^90'
TSC292 'AMOUNT OF ACADEMIC BASE PAY FOR THIS SCH, THIS YR'
TSC293 'WILL U EARN EXTRA $ 4 EXTRA CURRIC ACTVTY THIS YR'
TSC294 'HOW MUCH WILL U EARN THIS YR FOR EXTRA CURRIC ACTV'
TSC295 'WILL U EARN EXTRA $ THIS YR FOR NON-SCHOOL WK'
TSC296 'HOW MUCH WILL YOU EARN THIS YR FROM NON-SCHL WORK'
TSC297 'DESC OF JOB OUTSIDE SCHOOL SYSTEM WHERE U EARN $'
TSC298 'HAVE YOU EARNED INCOME FORM OTHER SOURCES THIS YR'
TSC299 'AMNT OF $ EARNED THIS YEAR FROM OTHER SOURCES'

TSC300 'AMT OF ALL EARNED INCOME FROM ALL SOURCES THIS YR'
HOUSEXPS 'RECV HOUSING/EXPENCES INLIEU/ADDITION TO SALARY'
MEALS 'RECV MEALS INLIEU/ADDITION TO SALARY'
TUITION 'RECV TUITN FOR YOUR CHILDREN INLIEU/ADDITN TO PAY'
CHLDCARE 'RECV CHILD CARE INLIEU/ADDITION TO SALARY'
COLLEGE 'RECV COLLEGE TUITION FOR SELF INLIEU/ADDITN TO PA'
TRANSPT 'RECV CAR/TRANS EXPENSES INLIEU/ADDITIONAL TO PAY'
NONE 'DON^T RECV INCOME-IN-KIND INLIEU/ADDNTL TO SALARY'
FAMLYINC 'AMT OF TOTAL COMBINED INCOME OF FAMILY/HOUSEHOLD'
TFS010 'SALARY BEFORE TAXES'
TFS011 'PAYMENT INTERVAL'
TFS192 'SUMR 1991 INCOME FOR TEACHING SUMR SCHL'
TFS193 'SUMR 1991 AMT EARNED IN TCHING SUMR SCHL'
TFS194 'SUMR 1991 INCOME FOR NONTCHING SUMR SCHL'
TFS195 'SUMR 1991 AMT EARNED NONTCHING SUMR SCHL'
TFS196 'SUMR 1991 INCOME FOR NONSCHOOL JOB'
TFS197 'SUMR 1991 AMT EARNED NONSCHOOL JOB'
TFS198 '91-92 ACADEMIC BASE YEAR SALARY'
TFS206 '91-92 TOTAL EARNED INCOME - ALL SOURCES'
TFS207 'PART OF SCHOOL SALARY INCLUDES HOUSING'
TFS208 'PART OF SCHL SALARY INCL MEALS'
TFS209 'PART OF SCHL SALARY INCL CHLDRN TUITION'
TFS210 'PART OF SCHL SALARY INCL CHILD CARE'
TFS211 'PART OF SCHL SAL INCL SELF COLLEGE TUITN'
TFS212 'PART OF SCHL SAL INCL TRANSPT EXPENSES'
TFS213 'PART OF SCHL SAL INCL NO INCOME-IN-KIND'
TFS214 'TOTAL COMBINED INCOME FOR ALL FMLY MMBRS'

Rural-urban code

LOCALE 'COMMUNITY TYPE OR URBANICITY'
URBANIC '3-LEVEL LOCALE'

Notes

[1] NELS:88 follow-up surveys were not designed to represent the national population of schools. It is thus recommended to do certain sampling corrections when analyzing school level data. A rigorous study of school effects should use data from the NELS School Supplement Survey, which was intended to studying school effects and will be released soon.

[2] This file is not available from the High School and Beyond files on CD-ROM. It is on the tape and can be downloaded and merged with other HS&B files. Users should contact Aurora D'Amico of NCES (tel. 202/219-1365) for the data file and documentation.

[3] CD-ROM is the most commonly used CCD product. The software presents menu-driven tabulations. While variable names can be used to extract data, they do not make sense for linking data to research questions because they are simple sequential numbers of the fields with no meaningful labels (NCES will improve this in the future). Thus, instead of variable names, data headings in the tabulations are presented here.

Appendix A

Locale Definitions

Department of Commerce
Bureau of Census

Census Definition of Urban and Rural Locale

The Census Bureau defines "urban" for the 1990 census as comprising all territory, population, and housing units in urbanized areas and in places of 2,500 or more persons outside urbanized areas. More specifically, "urban" consists of territory, persons, and housing units in:

1. Places of 2,500 or more persons incorporated as cities, villages, boroughs (except in Alaska and New York), and towns (except in the six New England States, New York, and Wisconsin), but excluding the rural portions of "extended cities."

2. Census designated places of 2,500 or more persons.

3. Other territory, incorporated or unincorporated, included in urbanized areas.

Territory, population, and housing units not classified as urban constitute "rural." In the 100-percent data products, "rural" is divided into "places of less than 2,500" and "not in places." The "not in places" category comprises "rural" outside incorporated and census designated places and the rural portions of extended cities. In many data products, the term "other rural" is used; "other rural" is a residual category specific to the classification of the rural in each data product.

In the sample data products, rural population and housing units are subdivided into "rural farm" and "rural non-farm." "Rural farm" comprises all rural households and housing units on farms (places from which $1,000 or more of agricultural products were sold in 1989); "rural non-farm" comprises the remaining rural.

The urban and rural classification cuts across the other hierarchies; for example, there is generally both urban and rural territory within both metropolitan and non-metropolitan areas.

In censuses prior to 1950, "urban" comprised all territory, persons, and housing units in incorporated places of 2,500 or more persons, and in areas (usually minor civil divisions) classified as urban under special rules relating to population size and density. The definition of urban that restricted itself to incorporated places having 2,500 or more persons excluded many large, densely settled areas merely because they were not incorporated. Prior to the 1950 census, the Census Bureau attempted to avoid some of the more obvious omissions by classifying selected areas as "urban under special rules." Even with these rules, however, many large, closely built-up areas were excluded from the urban category. To improve its measure of urban territory, population, and housing units, the Census Bureau adopted the concept of the urbanized area and delineated boundaries for unincorporated places (now, census designated places) for the 1950 census. Urban was defined as territory, persons, and housing units in urbanized areas and, outside urbanized areas, in all places, incorporated or unincorporated, that had

2,500 or more persons. With the following three exceptions, the 1950 census definition of urban has continued substantially unchanged. First, in the 1960 census (but not in the 1970, 1980, or 1990 censuses), certain towns in the New England states, townships in New Jersey and Pennsylvania, and Arlington County, Virginia, were designated as urban. However, most of these "special rule" areas would have been classified as urban anyway because they were included in an urbanized area or in an unincorporated place of 2,500 or more persons. Second, "extended cities" were identified for the 1970, 1980, and 1990 censuses. Extended cities primarily affect the figures for urban and rural territory (area), but have very little effect on the urban and rural population and housing units at the national and State levels--although for some individual counties and urbanized areas, the effects have been more evident. Third, changes since the 1970 census in the criteria for defining urbanized areas have permitted these areas to be defined around smaller centers.

Documentation of the urbanized area and extended city criteria is available from the Chief, Geography Division, U.S. Bureau of the Census, Washington, DC 20233.

Extended City

Since the 1960 census, there has been a trend in some States toward the extension of city boundaries to include territory that is essentially rural in character. The classification of all the population and living quarters of such places as urban would include in the urban designation territory, persons, and housing units whose environment is primarily rural. For the 1970, 1980, and 1990 censuses, the Census Bureau identified as rural such territory and its population and housing units for each extended city whose closely settled area was located in an urbanized area. For the 1990 census, this classification also has been applied to certain places outside urbanized areas.

In summary presentations by size of place, the urban portion of an extended city is classified by the population of the entire place; the rural portion is included in "other rural."

Source: *1990 Census of Population and Housing* Summary Tape
File 1 Technical Documentation. 1991 Washington, DC: U.S. Bureau of Census

NCES Definition of Locale

The community type is based upon the Census definition of community size and its relation to urbanized or rural places. It is determined by ZIP Code, and matched to the Census community size for that ZIP Code. This seven-value schema is defined as:

1. Large city - central city of a standardized metropolitan area having a population greater than or equal to 400,000 or a population density greater than or equal to 6,000 people per square mile.

2. Mid-size city - central city of a standardized metropolitan area having a population less than 400,000 and a population density less than 6,000 people per square mile.

3. Urban fringe of large city - place within a metropolitan area of a large city and defined as urban by Census (i.e., within same county).

4. Urban fringe of mid-size city - place within a metropolitan area of a mid-size city and defined as urban.

5. Large town - a town not inside a metropolitan area, with a population greater than or equal to 25,000.

6. Small town - a town not within a metropolitan area and with a population less than 25,000 but greater than 2,500.

7. Rural - a place with fewer than 2,500 people or a place designated as rural by Census.

Source: Johnson, F. (1989), Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe, National Center for Education Statistics Technical report, Data Series: SP-CCD-87188-7.4, CS 89-194

Office of Management and Budget Definition of Locale

Metropolitan Areas

The term Metropolitan Area (MA) refers collectively to Metropolitan Statistical Areas, Consolidated Metropolitan Statistical Areas, Primary Metropolitan Statistical Areas, and New England County Metropolitan Areas. The Office of Management and Budget (OMB) defines new MAs and revises definitions of existing MAs by applying published standards to decennial census data.

Metropolitan Statistical Area (MSA)

An area consisting of one or more contiguous counties (cities and towns in New England) that contain a core area with a large population nucleus, as well as adjacent communities having a high degree of economic and social integration with that core. The core area must include a city with a population of 50,000 or more, or an urbanized area (UA). If a MSA qualifies on the basis of a UA (and no city of 50,000), the total MSA population must be at least 100,000 (75,000 in New England). Counties with substantial proportions of their population in the UA(s) are the central counties of the MSA; contiguous counties are added on the basis of a combination of commuting rates into the central counties and measures of metropolitan character such as population density and percentage of population that is urban. New MSAs can be defined during the intercensal period based on population estimates or special censuses; these must, however, be confirmed with data from the next decennial census.

Consolidated Metropolitan Statistical Area (CMSA)

An area that meets the requirements to qualify as a MSA and has a population of one million or more becomes a CMSA if component parts are recognized as Primary Metropolitan Statistical Areas (PMSAs).

Primary Metropolitan Statistical Area (PMSA)

If an area meets the requirements to qualify as a MSA and has a population of one million or more, one or more PMSAs may be defined within it if statistical criteria are met and local opinion also is in favor. A PMSA consists of a large urbanized county, or a cluster of such counties (cities and towns in New England) that have substantial commuting interchange. When one or more PMSAs have been recognized, the balance of the original, larger area becomes an additional PMSA; the larger area of which they are component parts then is designated a CMSA.

The New England County Metropolitan Area (NECMA)

The NECMA provides an alternative to the city- and town-based metropolitan areas in New England for data users who desire a county-defined set of metropolitan areas. The NECMA for a MSA or CMSA includes: (l) the county containing the first named city in the metropolitan area title (this county may include the first-named cities of other MSAs or CMSAs); and (2) each additional county having at least half of its population in the MSA/CMSA whose first-named cities are in the county identified in step 1. NECMAs are not defined for PMSAs.

Source: Federal Register Vol. 55 No. 82, March 30, 1990

United States Department of Agriculture
Economic Research Service

Definitions for the Updated County Types

Farming-dependent counties--Farming contributed a weighted annual average of 20 percent or more of total labor and proprietor income in 1981, 1982, 1984, and 1986. (The year 1983, an extremely aberrant year for farm income, was dropped).

Manufacturing-dependent counties--Manufacturing contributed 30 percent or more of total labor and proprietor income in 1986.

Mining-dependent counties--Mining contributed 20 percent or more of total labor and proprietor income in 1986.

Specialized government counties--Government activities contributed 25 percent or more of total labor and proprietor income in 1986.

Persistent-poverty counties (definition not updated)--Per capita personal income in the county was in the lowest quintile in each of the years 1950, 1959, 1969, and 1979.

Federal lands counties(definition not updated)--Federal land made up 33 percent or more of the land area in a county in 1977.

Retirement-destination counties (definition not updated)--For the 1970-80 period, net inmigration rates of people aged 60 and over were 15 percent or more of the expected 1980 population aged 60 and over.

Unclassified counties

Source: Cook, P.J. & Hady, T.F. (1992). Updating the ERS County Typology. A View from the 1980's. Washington, DC: U.S. Department of Agriculture

Appendix B

Recent Census Data Applicable to Rural Education Research

Excerpts of the publications by the Bureau of the Census

Three major projects of the U.S. Bureau of the Census generate data that can be used for research on issues related to education, children, and families in rural America. They are: the Current Population Survey (CPS), Survey of Income and Program Participation (SIPP), and the Decennial Census. All the three data projects provide measures of household residential locale, either with metropolitan/non-metropolitan or urban/rural categorizations or both. Since a large bulk of the Decennial Census data was incorporated into the School District Data Book (see Section I), this appendix does not provide information about the Decennial Census. Excerpts from current documents for CPS and SIPP are cited here.

Current Population Survey, March 1988-1991 on CD-ROM *(machine-readable data file) conducted by the Bureau of the Census for the Bureau of Labor Statistics. -Washington: Bureau of the Census (producer and distributor), 1991.*

Type of file:

Microdata; unit of observation individuals, families and households.

Universe Description:

The universe is the civilian noninstitutional population of the United States living in housing units and members of the Armed Forces living in civilian housing units on a military base or in a household not on a military base A probability sample is used in selecting housing units.

Subject-Matter Description:

This file, also known as the Annual Demographic File provides the usual monthly labor force data, but in addition, provides supplemental data on work experience, income, noncash benefits, and migration. Comprehensive information is given on the employment status, occupation, and industry of persons 15 years old and over. Additional data for persons 15 years old and older are available concerning weeks worked and hours per week worked, reason not working full time, total income and income components, and residence on March 1 in year of survey. Data on employment and income refer to the preceding year, although demographic data refer to the time of the survey.

This file also contains data covering nine noncash income sources:food stamps, school lunch program, employer-provided group health insurance plan, employer-provided pension plan, personal health insurance, Medicaid, Medicare, CHAMPUS or military health care, and energy assistance.

Characteristics such as age,sex, race, household relationship, and Hispanic origin are shown for each person in the household enumerated.

Geographic Coverage:

State of residence is uniquely identified as well as census geographic division and region. The 113 largest metropolitan statistical areas (CMSAs or MSAs), an additional 89 selected MSAs, 66 selected PMSAs, and 30 central cities in multi-central city MSAs or PMSAs are also uniquely identified. Within confidentiality restrictions, indicators are provided for MSA-PMSA/non-MSA-PMSA, central city/noncentral city, farm/non-farm, and MSA/CMSA size.

Technical Description:

File Structure: Hierarchical.

File Size:
1988: 295,459 logical records; record size is 656 characters.
1989: 275,770 logical records; record size is 656 characters.
1990: 299,576 logical records; record size is 656 characters.
1991: 300,012 logical records; record size is 656 characters.

File Sort Sequence: Census state code (MSTATE), then MSA/PMSA rank code

Reference Materials:

Current Population Survey, March 1988-1991 on CD-ROM Technical Documentation. The documentation includes this abstract, pertinent information about the file, a glossary, code lists, and data dictionaries. One copy accompanies each file order and is also available on the CD-ROM. When ordered separately, it is available for $10 from Data User Services Division, Customer Services, Bureau of the Census, Washington, DC 20233.

Related Printed Reports:

Data from the March Current Population Survey are published most frequently in the Current Population Reports P-20 and P-60 series. These reports are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Forthcoming reports will be cited in *Census and You*, CENDATA, the *Monthly Product Announcement* (MPA), and the Bureau of the Census Catalog and Guide.

Related Machine-Readable Data Files:

A public use education of the Current Population Survey, March file is available for each year since 1968. For 1980, 1984 and 1988 two March files are available for each year. The first March 1980 file contains estimates based on 1970 population counts and should be used for historical comparison ending in 1980. The re-weighted March 1980 file contains estimates based on results of the 1980 census and should be used for comparisons between 1981 and 1984.

In 1984, the Bureau of the Census introduced a step into the March second stage weighting procedure to control individual weights to independent estimates of the Hispanic population. Since this introduction caused a major disruption in the Hispanic estimates from March two data files were created. The first file, without the Hispanic controls should be used for comparing estimates for year prior to 1984 and the second file should be used for comparison with 1985 and forward files.

From March 1989 forward, data on the Annual Demographic File are processed using the rewrite system. The rewrite system includes revised procedures to match supplement records to basis CPS records; revised weighting procedures; revised demographic and family edits; revised imputation procedures; and more income detail on the file.

For March 1988 there are two files, the regular Annual Demographic File and the Annual Demographic Rewrite File. The rewrite file has been prepared to allow historical comparison of data from the rewrite processing system implemented between 1988 and 1989. It is recommended that the rewrite file be used when comparing data collected from the March Annual Demographic Supplement from 1988 forward. Use the regular file, released in 1988, when comparing data from 1988 and prior years.

This is not to say, however, that comparisons cannot be made between years before and after 1988. When such analyses are done, for example between 1986 through 1989, data users must consider that similarities or differences between the data may be caused or effected by the rewritten system. Thus, comparing estimates from the 1988 rewrite files and the 1988 regular file will reveal the extent of any differences caused by the processing system changes though not the specific change. The magnitude of the difference can then be applied to the estimates from 1986 - 1987 to reveal whether any real differences exist. There were several revisions made to the processing programs; therefore, it is difficult to determine which specific revision effect the differences or similarities in the data.

Some non-March data also are available from 1968 to present. For more information, request the *Data Developments* on the Current Population Survey from Data User Service Division, Customer Services, Bureau of the Census, Washington, DC 20233.

Related Public Domain Software:

The Census Bureau has placed various software that can be used with CD-ROMs in the public domain. This software is available to users from the following two sources:

- The Census Bureau's electronic bulletin board. You may access the bulletin board using a modem on (301) 763-7554. For information, the voice grade telephone number is (303) 763-1580.
- The CD-ROM Software Clearinghouse at the University of Tennessee. For information contact:

Institute of Electronic Data Analysis
Department of Marketing, Logistics and Transportation
316 Stokley Management Center
Knoxville, Tennessee 37996
Phone (615) 974-5311

File Availability:

The CD-ROM may be ordered from Data User Services Division using the Customer Services order form on the following page. The cost of the CD-ROM is $150.

Survey of Income and Program Participation (SIPP) 1993

Panel Wave 1 Core Microdata File *[machine-readable data file] / conducted by the U.S. Bureau of the Census. -Washington: The Bureau [producer and distributor], 1994.*

Type of File

Microdata; unit of observations an individual.

Universe Description

The universe is the resident population of the United States, excluding persons living in institutions and military barracks.

Subject-Matter Description

The file contains basic demographic and social characteristics data for each member of the household. These include age, sex, race (White; Black; American Indian, Eskimo, ad Aleut;Asian or Pacific Islander; and Other), ethnic origin (23 categories including 7 Spanish origin categories), marital status, household relationship, education, and veteran status. Limited data are provided on housing unit characteristics such as units in structure, tenure, access, and complete kitchen facilities. Core data also cover post secondary school attendance, public or subsidized rental housing, low-income energy assistance, and school breakfast and lunch participation.

The sample in each wave consists of 4 rotation groups, each interviewed in a different month. For Wave 1 the interview months are from February to May 1993. For each group the reference period for reporting labor force activity and income is the four calendar months preceding the interview month.

SIPP is a longitudinal survey where each sampled household and each descendent household is re-interviewed at 4-month intervals for 9 interviews or "waves." These files contain the results of the first interviews. Unique codes are included on each record to allow linking together the same persons from the preceding and subsequent waves.

Geographic Coverage

United States. Codes are included for 41 individual States and the District of Columbia, **although the sample was not designed to produce State estimates**. Areas in the SIPP sample in nine other Stats are identified in groups for confidentiality reasons. The file identifies a subsample of metropolitan residents, along with codes for selected metropolitan statistical areas (MSAs) and consolidated metropolitan statistical areas (CMSAs).

Technical Description

File Structure: Rectangular. Each logical record for a sampled person includes information on the household and family of which the person was a part during each month of the reference period, as well as characteristics of the person and each source of income received during the period. Beginning in 1990 the unit observation changed from one record for each person to one record for each person for each month.

File Size: 207,980 logical records; 1,460 character logical record length.

File Sort Sequence of Sample Units: Sampling unit sequence number by entry address ID by person number within sampling unit and reference month.

Reference Materials

Reference materials listed below may be ordered from Data User Services Division, Customer Services, Bureau of the Census, Washington, DC 20233. One copy of the technical documentation and the user's guide accompany each file order. Costs of additional copies of these materials and of the interviewers' manual may be obtained by calling Customer Services on 301-763-4100.

Interviewer's Manual (1985). Survey of Income and Program Participation. U.S. Department of Commerce, Bureau of the Census.

Survey of Income and Program Participation (SIPP) 1993 Panel, Wave 1 Core Microdata File Technical Documentation. The documentation includes this abstract, the data dictionary, an index to the data dictionary, relevant codes lists, questionnaire facsimiles, and general information on SIPP.

Survey of Income and Program Participation Users' Guide. The *Users' Guide* contains a general overview of the file as well as chapters on survey design and content, structure and use of cross-sectional files, linking waves and reliability of the data.

Related Printed Reports

Related printed reports include working papers, compilations of papers presented at annual meetings of the American Statistical Association, articles appearing in the Journal of Economic and Social Measurement, and reports in the P-70 series of the Current Population Reports. See the Users' Guide that accompanies the documentation for ordering information.

Related Machine-Readable Data Files

> SIPP files from all Waves of the 1984 through 1991 Panels as well as Waves 1 through 5 of the 1992 Panel are available from Customer Services, Data User Services Division, Bureau of the Census, Washington, DC 20233. An order form is on the following page for your convenience.

File Availability

Survey of Income and Program Participation (SIPP) 1993 Panel, Wave 1 Core File is available on computer tape at 6250 bpi; ASCII or EBCDIC, and standard ANSI labeling. The file can also be made available on IBM 3480 compatible tape cartridge and CD-R(compact disc-recordable) in ASCII for the same price as the file on tape. A machine-readable dictionary is contained at the end of each file. This dictionary is also available separately on one tape reel or cartridge or CD-R.

Appendix C

Procedures for Requesting and Acquiring Access to Restricted Use Data

Education scholars, researchers, and others may need at some time to have access to data that can make the identification of institutions and individuals possible. The policy of NCES, with respect to its mission, is to meet the objective to "acquire and diffuse among the people of the United States useful statistical information on subjects connected to education," while at the same time protecting the confidentiality of institutionally and individually identifiable information. This type of data has been given the descriptor "restricted use" data, and applies to any dataset that contains individually identifiable information. Special procedures are taken to protect this information, and it can be issued only to licensees on loan.

The procedure for requesting and acquiring access to NCES restricted use data is illustrated in the following steps:

Step 1: The Request

Restricted use data are made available only to organizations. An initial data request by an applicant organization for a NCES restricted use dataset can be made by telephone, written request, or in person. After the initial request, the applicant must submit to NCES a formal, written request on organization letterhead. The required information consists of (1) the title of the survey(s), (2) a description of the statistical research project necessitating access to the restricted use dataset, (3) the name and title of the organization's Senior Official, (4) the name and title of the Principal Project Officer, (5) the names and titles of the Professional/Technical staff, (6) the estimated duration of the loan period, and (7) the desired computer media format and conversion code.

Step 2: Application Package

Upon NCES receipt of the formal written request, it is reviewed. If all of the requirements have been met, a formal licensing application package is mailed to the applicant. This package contains (1) the appropriate licensing application, (2) a copy of an *Affidavit of Non-Disclosure* form, (3) a request for a *Security Plan* on data access, handling and storage, (4) a copy of the Department of Education *General Education Provisions Act (GEPA), Section 406*, (5) a copy of the *Privacy Act of 1974, Section 552a*, and a current copy of the *NCES Security Procedures*. Upon NCES receipt of the completed application, the information is reviewed by the Data Security Officer for content and completeness. The information is evaluated and any necessary additional information is requested from the potential licensee by the NCES Data Security Officer.

Step 3: Reviewing Security Procedures

As part of the application process, the applicant must submit a written computer access, handling and storage plan for restricted use data. This security plan must be in compliance with the NCES *Security Procedures* provided in the licensing application package. The NCES Data Security Officer will review these proposed security procedures for adequacy. All questions must be resolved in writing prior to the formal granting of a license.

Step 4: Final Clearance

When all required information has been received by NCES, and the license application is found to be complete, the original license document is submitted to the Commissioner of NCES for his/her signature. At this stage of the application process, the Data Security Officer transmits a copy of the original license to the new 'licensee'. Data base media materials and all instructional materials area also sent. The data are sent in the requested computer media format and program conversion code. The final package contains (1) the subject data, (2) downloading instructions (when necessary), (3) Warning/Restriction Labels, (4) Loan Expiration Date, and (5) Survey Data Base User's Manual.

Step 5: Monitoring of License Throughout the Loan Period

The licensee is required to submit a copy of their final publication, whether it be before or after the final research is released to the public. However, if there is some question as to the possibility of disclosure of NCES individually identifiable information, in accordance with the terms of the license, the licensee must provide NCES a copy of the proposed publication for review and authorization to publish. Upon expiration of the loan period, NCES will notify the licensee, in writing, that the return of the data to NCES is required. This notification will be sent to the licensee two months prior to the actual loan termination date.

Step 6: Conclusion of License Period

Upon the expiration of the licensee's data loan period, the licensee must return to NCES all of the items made available to the organization, including (1) the data product which contains the original subject data, and (2) any additional materials and documentation. The licensee must also purge all copies of the data from any computer system used in analysis.

Appendix D

Analysis Procedures

NCES surveys involve complicated sampling processes that deviate from simple random sampling assumptions. Additionally, these surveys often oversample certain groups (e.g., minority students) to allow for analysis based on sub-samples. In order to infer estimates from sample to population, analysis of NCES survey data must consider (1) using appropriate sample weights to correct sampling errors generated by such designs and (2) using programs specifically designed for analyzing data from complex surveys. This appendix provides excerpts from an NCES publication "A Guide to Using NELS:88 Data." Although illustrated only in relation to NELS:88 data, the discussions on the general concepts of sample weights and special analytic procedures are instructive for using other NCES survey data. It is always necessary, of course, for users to consult technical documents specific to data sets. Only with an understanding of survey design and data structure is it possible to conduct meaningful and valid analysis. A more extensive introduction of analysis of complex survey data is available from: Lee, E.S., Forthofer, R.N., & Lorimer, R.J. (1989). Analyzing Complex Survey Data. Newbury, CA: Sage Publications.

Use of Design Weights in Analyzing NELS:88 Data
Understanding the Sample Design and Weights

Sample Design. The NELS:88 survey used a two-stage stratified, clustered sample design. NELS:88 students were selected in the base year using a two-stage probability sample with schools as the first-stage units and students within schools as the second stage units. Certain groups (for example, Asian and Hispanic students; private school students) were disproportionately selected, to ensure a large enough analysis sample for these subgroups. A subsample[1] of base year (1988) eighth graders was resurveyed in 1990 and 1992. The sample was "freshened" at both of these time points. That is, some individuals were added to the sample who were 1990 sophomores or 1992 seniors but who were not eighth graders in the spring term of 1988 and thus had no chance of selection into the base year. Because of sample freshening, NELS:88 constitutes a nationally representative sample of spring term *1990 sophomores* and spring term *1992 seniors*, as well as 1988 eighth graders.

Weighting. Weighting is used in sample surveys to accomplish a number of objectives:

--to expand counts from sample data to full population levels;

--to adjust for differential selection probabilities;

--to adjust for differential response rates; and

--to improve representativeness by using auxiliary information.

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[1] In the subsampling process, dropouts were retained with certainty, while Hispanics, Asians, and American Indians were disproportionately retained.

Because there are many populations of interest that can be analyzed with NELS:88 data (base year schools, 1988 eighth graders - two and four years later, 1990 sophomores, 1992 seniors, parents of students and dropouts in 1992, and so on), 12 separate "final" (or nonresponse-adjusted) weights have been produced. These weights appear on the dataset--two for the base year, four for the first follow-up, and six for the second follow-up. Guidance on using the weights is provided below.

Weights and Standard Errors

Comparing Weighted and Unweighted Frequencies

Unweighted frequencies (and percents) reflect the NELS:88 sample; weighted frequencies (and percents) reflect the national or regional population estimate that is derived from the sample. For example, there are 1,032 schools represented in NELS:88 base year school. This sample of schools represents 38,774 schools with eighth grades in the 1987-88 school year. The number of schools in the population that are represented by a given NELS:88 participating sample school is variable -- specifically, it varies from a minimum of 1.5 schools to a maximum of 387.3, with a mean of 37.5. Because of this variability in the weights, weighted and unweighted percentages will differ; true population estimates can only produced through use of the appropriate weights. For example, if you want to examine the proportion of American schools with eighth grades in 1988 that offered an academic honor society available to eighth graders, you will find that unweighted and weighted proportions would differ in the following way:

BYSC46A ACADEMIC HONOR SOCIETY AVAILABLE TO 8TH GRADER

	UNWEIGHTED	UNWTED	WTED
	FREQUENCY	%	
Yes	579	55.9%	43.0%
No	456	44.1%	57.0%

In other words, 56 percent of the NELS:88 school sample, but 43 percent of the population of 38,774 schools with eighth grades, have academic honor societies available to eighth graders.

Comparisons to Known Population Totals

Weighted estimates from NELS:88 should approximate estimates from other national sources, within the combined sampling error of the two sources. (We say "approximate" because sampling variance is not the only possible source of measurement error; estimates can be biased by nonresponse, or by errors in reporting, data collection or data processing). Use of external sources (and the NELS:88 codebook as well) as a benchmark may thus provide a check on whether the analyst is using data correctly.

For several reasons, weighted estimates for rare populations, however, may lack precision. For example, NELS:88 data permits the analyst to examine the educational situation of Japanese--Americans attending suburban schools in the southern region.

Because of small sample sizes, sampling error will be comparatively large. Moreover, while nonresponse adjustments in the weights compensate for broad categories of nonrespondents, including nonresponding Asians, it is not possible to adjust the weights for all factors that may be associated with nonresponse. Differential response between Asian subgroups, between urban and suburban Asians, or between Asians in different regions, is not taken into account in the generation of final weights, and may bias estimates for certain subgroups. **Hence, rare populations in NELS:88 are not guaranteed to produce precise population estimates.**

Use of Standard Errors

In this section we discuss the use of standard errors, a measure of sampling variability in survey results; the standard error is an estimate of the expected difference between a statistic from a particular sample and the corresponding population value. The standard error of measurement is critical to determining the statistical significance of statistical inferences and interpretations. Because the NELS:88 sample design involved stratification, disproportionate sampling of certain strata, and clustered (i.e., multi-stage) probability sampling, the resulting statistics are more variable than they would have been had they been based on data from a simple random sample of the same size.

Popular statistical analysis packages such as SPSS or SAS do not calculate standard errors that take into account complex sample designs. Standard errors that do take into account a complex design such as that of NELS:88 will generally be higher than standard errors calculated under the assumptions of simple random sampling. Several procedures are available for estimating the variance or sampling errors for complex samples. Procedures such as Taylor Series approximations, Balanced Repeated Replication (BRR), and Jackknife Replication (JKn) produce similar results. Given the structure of the NELS:88 database users are likely to find the Taylor Series procedure the most convenient means to calculate standard errors. Software available for producing Taylor Series standard errors include C-Tab (available from NCES), SUDAAN, and SUPER CARP, among other variance estimation programs.

Alternatively, the design effect can be used to quantify the impact of departures from simple random sampling on the precision of sample estimates, and can serve as an adjustment factor for variances or standard errors calculated in accordance with the assumption of a simple random sample. For any statistical estimator (for example, a mean or a proportion), the design effect (DEFF) is the ratio of the estimate of the variance of a statistic derived from consideration of the sample design to that obtained from the formula for simple random samples. Because in many cases it is more useful to work with standard errors than with variances, the square root of the design effect (also called the root design effect, and designated as DEFT) is also useful. The root design effect expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimate from a simple random sample. A detailed account of design effects is provided in the NELS:88 user manuals and the sample design and final technical reports.

Selecting the Correct Weight

Owing to the complexity of the NELS:88 sample design, weighted data must be used to ensure accurate estimation and inference. In many cases, weights must be used with a particular flag (together with weight) in order to analyze the sample for a particular target population. The following nonresponse-adjusted weights appear on the data files:

Base Year

BYQWT. Use this weight for cross-sectional analysis of 1988 eighth graders when student is unit of analysis.

BYADMWT. Use this weight for cross-sectional analysis of 1988 schools attended by eighth graders when school is unit of analysis.

First Follow-Up

F1QWT. Use this weight for cross-sectional analysis of NELS:88 sample members in 1990 when interested in making inferences to population of 10th graders.

F1PNLWT. Use this weight to analyze 1988 and 1990 data in the examination of 1988 eighth graders two years later.

F1DQAJWT. Use this weight when analyzing dropout questionnaire items that were not included in the abbreviated version of the dropout questionnaire. (See the 1990 dropout user manual for details on use of F1DQAJWT and F1DPAJWT).

F1DPAJWT. This is the 1988-90 panel version of F1DQAJWT, suitable for use when both base year and first follow-up data will be used in analysis.

Second Follow-Up.

F2QWT. Use this weight for cross-sectional analysis of NELS:88 sample members in 1992 when interested in making inferences to the population of 12th graders.

F2F1PNWT. Use this weight for producing weighted student panel statistics when both first follow-up and second follow-up data are employed in analysis (for example, to measure changes in the 1990 sophomore cohort two years later.)

F2PNLWT. Use for producing weighted student panel statistics when all three survey waves (base year through second follow-up) are included in the analysis.

F2CXTWT. Use this weight for analyzing 1992 teacher and school administrator data. This cross-sectional weight applies to students who attended the schools selected for inclusion in the teacher and school administrator components and who completed a second follow-up questionnaire. The population was restricted to early graduates and students who were in the schools during spring data collection. This weight allows analysts to generate national statistics at student level using the teacher and school administrator data despite the bias against small cluster sizes in sample selection.

F2TRSCWT. Use this weight for analysis involving high school transcript data. This cross-sectional weight applies to all early graduates, dropouts, students in sampled schools during spring data collection, and all sample members who were both ineligible for all three rounds of NELS:88 and were in the twelfth grade during the 1991-92 school year for whom a high school transcript was received.

F2PAQWT. Use this weight when analyzing 1992 parent data. This cross-sectional weight applies to all students (student level weight) for whom a parent questionnaire was collected during the second follow-up.

Using Weights

Table 7.1.1-1 of the first follow-up and second follow-up user's manual codebooks defines analysis samples and populations, with appropriate weights and flags (this table is also reproduced in section 8.2 of this document). For example, for the first follow-up student data, four populations of interest are identified, the number of sample members for each is specified, and weights and flags indicated, the first of which is the 1988 1990 panel--1988 eighth graders two years later. To analyze this population, the table indicates that the flag F1PANFLG should be selected, and the weight F1PNLWT employed.

Weights have *not* been *constructed for all possible analytic purposes.* In instances where there is a population of interest for which no specific weight has been produced, some existing weights may provide reasonable approximations. It was for this reason that no separate parent weight was produced in the NELS:88 base year, and that student weights adjusted for cognitive test nonresponse have not been generated. Base year parent--and test completion--response rates were so high relative to student questionnaire completion, that the student weight can be used for these cases with only minimal bias.

The second follow-up contextual (school), transcripts, and parent weights exist only in a cross-sectional version. This poses a difficulty (in selecting a weight) if in longitudinal analyses of, for example, the high school mathematics course histories of eighth graders who took algebra versus those who did not, you also wanted to look at the cross-wave comparison of teacher influences, or parent-reported changes in the home education support system between 1988 and 1992. One might employ the 1992 cross-sectional contextual, transcripts, or parent weights in conjunction with prior round data. However, since these weights were not produced for this purpose, population estimates produced from them would contain biases.

Extreme caution must be exercised when a researcher wishes to conduct a weighted analysis for which a specific weight has not been provided. In particular, the analyst must weigh how much bias will be introduced by substitution of another weight. Two checks that should be made are (l) examination of the sum of the weights to compare that sum to true population totals; (2) analysis of nonresponse bias, that is of what groups are disproportionately excluded by the weighting strategy. *The specific purpose and required degree of precision of the analysis must be taken into account.* If subgroup estimates are central to the analytic plan, it is necessary to take into account the subgroup level. In instances where more than one possible weight is available, the decision as to which is best should be guided by a comparison of the bias inherent in each alternative. Whatever weighting strategy is used, if the amount of bias is non-trivial, adjustments may be incorporated in models that accommodate measurement error, and potential biases reported with the results.

REFERENCES: Base year sample design report; chapter 3 of the base year, the first follow-up, and the second follow-up student component user manuals; the forthcoming second follow-up sample design report.

Technical Approaches to Performing Regression and Other Multivariable Techniques

Need for Special Procedures

NCES longitudinal surveys are based on complex samples that use stratified cluster designs. This has an impact on the estimates of variances (i.e., standard errors) for the statistical analyses carried out on surveys such as NELS:88. Standard statistical packages such as SAS and SPSS treat data as if they were collected under a simple random sample design. There are two important aspects of the NELS:88 survey which make it different from a simple random sample design: (l) the unequal probabilities of selection, e.g., we oversample minorities, giving minorities a higher probability of selection than non-minorities; (2) the clustered nature of our designs, e.g., we sample schools (clusters) and then students rather than simply taking a sample of students directly. The impact of not having a simple random sample is that the observations are not independent and the variance of an estimate is not calculated using the standard textbook formula for s**2. A sound approach to the analysis will account for these two characteristics of the NELS:88 sample.

Recommended Statistical Procedures

The following are recommended procedures for carrying out regression and other multivariable techniques on data from complex sample surveys such as NELS:88.

1. **Preferred Procedure: Use a program designed specifically for analyzing data from complex surveys.**

SUDAAN (Ref 1), a program which uses a Taylor series approach and is available for the mainframe or the PC is the most widely used. Others to be considered are PC CARP (Ref 2) (Taylor series approach PC), and CPLX (Bob Faye's (Census Bureau) program for contingency table analysis) or VPLX (currently able to compute variances for means and proportions and being expanded by Faye to do regression and other analyses). An NCES contractor has successfully used PC CARP and SUDAAN in recent NCES reports for regression and logistic regression analysis (Refs 3, 4, & 5).

2. **Alternative for Ease of implementation: Use SAS or SPSS or other statistical package using relative weights as described in 3 below, with or without design effect adjustment described in 3 below) for exploratory work. When you are down to a few plausible models, run SUDAAN or other package designed for survey data (as in 1 above).**

This approach saves time by doing preliminary runs with a faster, easier to use package, but checks out final results building in the survey design.

3. **Third in Preference but Acceptable Procedure: Use SAS or SPSS or other statistical package with relative weights and a design effect correction to the standard error.**

This approach gives an approximate and probably conservative adjustment, i.e., there may be real differences which we do not pick up. It is implemented as follows:

(a) Run the analysis using a standard statistical package which allows the use of weights. The weight to be used in the analysis is the relative weight: the final survey weight divided by the average weight for the group being analyzed:

relwtj = wtj/avg wt.

Using the survey weight in the analysis accounts for the oversampling of certain populations and redistributes the observations to represent the distribution in the population. Dividing by the average weight keeps the correct distribution but makes the weights add to n, the sample size for your analysis. Failure to do this would lead the analysis to believe that it has huge numbers of observations, would inflate the degrees of freedom and would inflate the value of the test statistic.

(b) Adjust the standard error to account for the complex nature of the design. To do this, multiply the standard error by the square root of the design effect for the dependent variable for the total group being analyzed. For example, if we are regressing test score on race ethnicity represented by four dummy variables, this procedure would multiply the simple random sample standard error by the square root of the design effect for test score calculated for the total group being analyzed. Such design effects are usually found in the datafile users manual. If the design effect for your dependent variable is not available, you might use the DEFT for a similar variable or the average design effect averaged over a set of variables if that is all that is available.

Better yet, but probably not readily available, is to use the average design effect of the dependent variable, averaged over subgroups represented by the independent variables in the model. In the above example, four design effects would be calculated: the design effect of the mean test score, calculated for each of the four race/ethnicity subgroups. The square root of the average of these four design effects would be used to adjust the standard error. Equivalently, rather than multiplying the standard error by the square root of the design effect, one could divide the t statistic by the square root of the design effect or divide the F statistic by the design effect.

(c) The correct degrees of freedom for the error term in these analyses is the same as that given by SAS, i.e., the simple random sample degrees of freedom: (sample size - number of terms in model).

Comparison Among Three Procedures

A regression analysis was run on the NELS:88 base year data. The relationship between the math test score (BYTXMFS) and socioeconomic status (BYSES) was examined. The analysis was run using SAS with relative weights and with SUDAAN.

The following is the SAS program used to run a weighted regression. The dataset nels.tst is a SAS dataset containing NELS variables; byqwt is the base year student weight; the average baseyear weight for the subset of students used here is 122.52.

```
data test; set nels.tst; if byqwt=OOOO.OOO then byqwt=.; if byses ge 99 then byses=.; if bytxmfs ge
999 then bytxmfs=.; byqwtrl=byqwt/122.52;

proc glm; model bytxmfs=byses; weight byqwtrl; run;
```

The same analysis was run using SUDAAN. The program statements used were as follows:

```
proc regress data="c:\\sudaan61\\tst" filetype=sas design=wr; nest sstratid sch id/missunit; weight
byqwt; model bytxmfs=byses; test satadjf waldf; setenv labwidth=16 maxind=4; title "\nex 1: multiple
linear regression";
```

The results of four approaches are shown in the attached table: SUDAAN; SAS using weights with no adjustment to the variance; SAS using weights and adjusting the variance by dividing by the design effect of the dependent variable; and SAS using weights and dividing by the average design effect of the dependent variable averaged over subgroups representing the independent variable (in this example, the average design effect of the mean achievement score, averaged over the four SES quartiles). The table shows the estimates, the standard errors and the statistics.

Comparison of Various Procedures for Using Regression with Complex Survey Data: NELS:88 Example

Note that in this example,

(1) SAS (WTED) overstates the size of the t statistic (75.8);

(2) the use of the DEFT (square root of the design effect) of the dependent variable is very conservative, i.e, understates the magnitude of the test statistic (29.5);

(3) the use of the average DEFT (averaged over levels of the independent variable) gave a t value close to that of SUDAAN (51.6 vs. 58.7);

(4) the design effect for the regression coefficient was smaller than the design effect for the overall mean (2.57 - column 3) and smaller than the design effect of the subgroup means (1.46, 1.43, 1.33, 1.65 - column 4). This seems to be fairly consistent with what is found in the literature.

The finding that design effects for regression coefficients tend to be smaller than those of means is consistent with the results of a study by Frankel which found the following average design effects averaged across statistics of a given type for a 30 strata design:

Statistic	Mean deff
Mean	2.08
Regression Coeff	1.23
Correlation Coeff	2.00

REFERENCES

(1) SUDAAN, Research Triangle Institute, P.O. Box 12194, Research Triangle Park, N.C. 27709.
(2) PC CARP, Iowa State University Statistical Laboratory.
(3) Characteristics of At-Risk Students in NELS-88, NCES 92-042.
(4) Access to Early Childhood Programs: Children at Risk of School Failure, NCES 93-372.
(5) Urban Youth Report, Forthcoming NCES report.

Appendix E

Glossary of Acronyms

AEL	Appalachia Education Laboratory
BCS	Boeing Computer Services
CATI	Computer Assisted Telephone Interviewing
CCD	Common Core of Data
DEFF	The design effect
DEFT	Square root of the design effect
ECB	Electronic Code Book
ERIC	Educational Resources Information Center
ERS	Economic Research Service (Dept. of Agriculture)
FICE	Federal Interagency Committee on Education
GEPA	General Education Provisions Act
GPO	Government Printing Office
NS&B	High School and Beyond
INET	Institutional Communications Network
LEA	Local Education Agency
MSA	Metropolitan Statistical Area
NAEP	National Assessment of Educational Progress
NCES	National Center for Education Statistics
NDRC	National Data Resource Center
NECMA	New England County Metropolitan Area
NELS	National Education Longitudinal Study
NELS:88	National Education Longitudinal Study (1988)
NHES	National Household Education Survey
NLS72	National Education Longitudinal Study (1972)
OERI	Office of Educational Research and Improvement
PKZIP	(A computer program that compresses and expands files)
PMSA	Primary Metropolitan Statistical Area
SASS	Schools and Staffing survey
SES	Socio-economic status
SDAB	School District Analysis Book
SDDB	School District Data Book

Listing of NCES Working Papers to Date

Number	Title	Contact
94-01	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05	Cost-of-Education Differentials Across the States	William Fowler
94-06	Six Papers on Teachers from the 1990-91 SASS and Other Related Surveys	Dan Kasprzyk
94-07	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01	Schools and Staffing Survey: 1994 papers presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk

Listing of NCES Working Papers to Date (Continued)

Number	Title	Contact
95-04	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings
95-06	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08	CCD Adjustments to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12	Rural Education Data User's Guide	Samuel Peng